

Archdiocese of Omaha

Technology Curriculum

K-12

First Draft, June 2010

Table of Contents

Acknowledgements

Introduction.....	1
Archdiocesan Mission Statement and Exit Standards.....	2, 3
Technology Program Mission Statement.....	4
Technology Program Standards.....	5
Technology Essential Standards.....	6
Primary Grades K-2 Section.....	7
Intermediate Grades 3-5 Section.....	19
Middle School Grades 6-8 Section.....	38
High School Grades 9-12 Section.....	57

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Introduction

Purpose of this curriculum:

The purpose of this Standards-based curriculum is to assist administrators and teachers of the Archdiocese of Omaha in teaching/integrating Technology in the Archdiocesan Catholic Schools. This guide contains clear expectations for Technology Education Standards based on the International Society for Technology in Education (ISTE) National Education Technology Standards for Students (NETS) and the Nebraska Student Essential Learnings. It is intended that this material be used in the development of local technology education curriculum plans and for the training of teachers of technology education.

Administrators will use this curriculum to assist teachers in applying the desired Technology Education Standards to the specific grade levels.

Teachers will use the curriculum as the basis for planning their lessons for the year. Use of this curriculum will assist students in attaining the Standards for which all are accountable. Teachers are required to spend 80% of their time teaching strictly from the curriculum guide with 20% of their time teaching concepts that enhance the curriculum.

Archdiocese of Omaha Mission Statement

The mission of the Catholic Schools in the Archdiocese of Omaha, Nebraska, in cooperation with the parents, is an extension of the four-fold educational mission of the Catholic Church:

- to proclaim the message of faith and morals
- to foster community
- to encourage worship and prayer
- to motivate to serve others

Each school is to educate students to become academically proficient as well as responsible adults who will be active and loyal members of their Church, their community, and world.

(Approved 2007)

Archdiocese of Omaha Exit Standards

All graduates of Catholic Schools in the Archdiocese of Omaha demonstrate:

- Religious knowledge, virtues, morals and practices;
- Knowledge of core disciplines and fine arts;
- Higher-order thinking skills;
- Effective communication skills;
- Effective social interaction skills;
- Independent learning skills
- Life-long learning with the ability to access and utilize resources;
- Knowledge of practices essential to:
 - Sound health and stable families;
 - Responsible stewardship;
 - Mature, responsible and sensible use of technology; and
 - Effective citizenship

Technology Program Mission Statement

Our purpose is to develop active learners in a dynamic digital world.

Technology Program Standards

Digital Citizenship

- Practice Catholic teachings when using technology

Operations and Concepts

- Implement hardware, software and peripherals

Communication and Collaboration

- Work with others to utilize information and ideas

Creativity and Innovation

- Employ original ideas to develop new products

Information Management

- Collect and process information from a variety of sources

Critical Thinking

- Develop problem-solving strategies and make informed decisions

Technology Essential Standards

Digital Citizenship

- K-2 Recognize responsible use of technology
- 3-5 Practice responsible use of technology
- 6-8 Apply responsible use of technology
- 9-12 Internalize and apply ethical behavior

Operations and Concepts

- K-2 Explore a variety of technologies
- 3-5 Implement a variety of technologies
- 6-8 Execute multiple technologies simultaneously
- 9-12 Orchestrate systems and applications

Communication & Collaboration

- K-2 Use technology to explore information and ideas
- 3-5 Use technology to share information and ideas
- 6-8 Connect and publish information and ideas
- 9-12 Collaborate and disseminate information and ideas

Creativity & Innovation

- K-2 Make original works to express ideas
- 3-5 Apply existing knowledge to create original works
- 6-8 Produce original work employing a variety of methods
- 9-12 Use the creative process to organize, experiment, and construct original works

Information Management

- K-2 Identify information using a variety of sources
- 3-5 Examine and use information sources
- 6-8 Select relevant information sources
- 9-12 Critique and integrate relevant information sources

Critical Thinking

- K-2 Recognize solutions to a problem
- 3-5 Make informed decisions to solve a problem
- 6-8 Integrate information from valid sources to identify solutions to a problem
- 9-12 Research, analyze, and employ solutions for a problem

Primary Grades K-2

Page

8	K-2 TECHNOLOGY ESSENTIAL STANDARDS
9-12	CURRICULUM IMPLEMENTATION MAP
13	TEACHER NOTES
14	DIRECTIONS FOR USE OF CONTENT CHECKLIST
15-17	CONTENT CHECKLIST
18	CURRICULUM GUIDE GLOSSARY

Primary Grades K-2 Technology Essential Standards

Digital Citizenship

Recognize responsible use of technology

Operations and Concepts

Explore a variety of technologies

Communication and Collaboration

Use technology to explore information and ideas

Creativity and Innovation

Make original works to express ideas

Information Management

Identify information using a variety of sources

Critical Thinking

Recognize solutions to a problem

Curriculum Implementation Map

ONGOING ACTIVITIES

Administrator's role:

- Collect questions and suggestions at every faculty meeting.
- Report challenges and suggestions to the CSO.
- Discuss observations and share successes and challenges at monthly faculty meetings.
- Provide professional resources on Standards and Performance Assessment.
- Share successes at Administrator meetings.

Teacher's role:

- Discuss observations and share successes and challenges at monthly faculty meetings.
- Report challenges and suggestions to the administrator.
- Track instruction of content that has occurred on Content Checklist.
- Study professional resources on Standards and Performance Assessment.

AUGUST

Administrator's role:

- Begin looking at calendar to schedule time for faculty to work on curriculum implementation. Allow time each quarter for curriculum work.
- Meet with faculty to review and study Assessments and Student Scoring Guides that will be used for the year.
- Meet with faculty to align school curriculum with the Archdiocesan Curriculum.
- Plan time to go over the curriculum guide paying special attention to directions that have been inserted throughout the guide.
- Reproduce entire curriculum guide for the teachers.

Teacher's role:

- Plan instruction based on the Standards.
- After you have aligned the curriculum, meet by grade levels (K-2, 3-5, etc.) to determine who is responsible for specific content based on the Content Checklist.
- Meet with Level teachers and review and study Assessments and Student Scoring Guides that will be used for the year.
- Determine pieces of content, lessons, or units that are essential to meeting the Standards and Assessments.
- Plan time to go over the curriculum guide paying special attention to directions that have been inserted throughout the guide.

SEPTEMBER

Administrator's role:

- Consider sending home communication to parents via newsletter briefly explaining the implementation of the Standards, Curriculum and the Assessments. We recommend that you attach a copy of the Program Standards.

Teacher's role:

- Meet with Level teachers to create an example of a completed Assessment that can be shared with students.
- Display the Essential Standards that you will be using in individual classrooms. The display should use grade level appropriate language.
- Explain Essential Standards to students.
- Work with Level teachers to schedule dates for the Assessment.
- Distribute the assigned Assessment Task Guidelines and Student Scoring Guide sheet to students.

- Go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedures.
- Rewrite the Student Scoring Guide with students using age-appropriate language if needed.
- Share the Assessment example with students.
- Begin teaching to the Standards.

OCTOBER

Administrator's role:

- Contact the CSO for assistance as needed.
- Share information with faculty checking progress; allow time for work in levels.

Teacher's role:

- Continue teaching to the Standards.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedures.
- Continue to share the Assessment example with students.

NOVEMBER

Administrator's role:

- Share information with faculty checking for progress.
- Allow time for teachers to work in levels.

Teacher's role:

- Continue working with students on Standards, Curriculum, and Assessment.

DECEMBER

Administrator's role:

- Share information with faculty and allow time for work in levels.
- Allow time for faculty to review the curriculum implementation process and discuss questions or concerns in planning next semester.
- Collect comments to be shared with CSO.

Teacher's role:

- Continue working with students on Standards, Curriculum, and Assessment.

Spring Semester Time Line

ONGOING ACTIVITIES

Administrator's role:

- Collect questions and suggestions at every faculty meeting.
- Report challenges and suggestions to the CSO.
- Discuss observations and share successes and challenges at monthly faculty meetings.
- Provide professional resources on Standards and Performance Assessment.
- Share successes at Administrator meetings.

Teacher's role:

- Discuss observations and share successes and challenges at monthly faculty meetings.
- Report challenges and suggestions to the administrator.
- Track instruction of content that has occurred on Content Checklist.
- Study professional resources on Standards and Performance Assessment.

JANUARY

Administrator's role:

- Look at calendar to schedule time for faculty to work on curriculum implementation.
- Remind faculty that the deadline for reporting to the building administrator is the week of **April 22**.

Teacher's role:

- Align the curriculum by grade level (K-2, 3-5, etc.) to determine who is responsible for specific content based on the Content Checklist.
- Meet with Level teachers and review and study Assessments and Student Scoring Guides that will be used for second semester.
- Meet with Level teachers to create an example of the Assessment that can be shared with students.
- Display the Program Standards and Essential Standards that you will be using in individual classrooms. The display should use grade level appropriate language.
- Continue working with students on curriculum as they prepare for the Assessment.
- Explain/Review Standards displayed in the classroom with students.
- Distribute the assigned Assessment and Student Scoring Guide sheet to students.
- Explain/Review the Assessment Task Guidelines, Scoring Guide, and administration time with students explaining terminology and procedures.
- Rewrite the Student Scoring Guide with students using age appropriate language if needed.
- Share your Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessment from students, rate them, and send the Grade Level Tally Sheet to administrator.

FEBRUARY

Administrator's role:

- Share information with faculty checking progress.
- Allow time for faculty to work in levels.
- Contact the CSO as needed for assistance.
- Remind faculty of deadline for reporting to the building administrator is the week of **April 22**.

Teacher's role:

- Continue teaching to the Standards.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue working with students on curriculum as they prepare for the Assessment.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedure.
- Continue to share Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.

- Collect Assessment from students, rate them, and send Grade Level Tally Sheet to administrator.

MARCH

Administrator's role:

- Share information with faculty checking progress.
- Share information with faculty and allow time for work in levels.
- Remind faculty of deadline for reporting to the building administrator is the week of **April 22**.

Teacher's role:

- Continue working with students on Standards and Curriculum as they prepare for the Assessment.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedure.
- Continue to share Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessments from students, rate them, and send Grade Level Tally Sheet to administrator.

APRIL

Administrator's role:

- Share information with faculty and allow time for work in levels.
- Remind teachers of deadline for reporting to the building administrator is the week of **April 22**.
- Collect Grade Level Tally Sheets and transfer information to the Building Level Tally Sheet.
- Send the completed Building Level Tally Sheet to the **Catholic Schools Office by May 1**.

Teacher's role:

- Continue working with students on Standards and Curriculum as they prepare for the Assessment.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedure.
- Continue to share Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessments from students, rate them, and send Grade Level Tally Sheet to administrator.
- Collaborate with other faculty members to rate Assessments.
- Compare results with other faculty.
- If you have not done so yet, turn in your Grade Level Tally Sheet to administration.

MAY

Administrator's role:

- Send completed Building Level Tally Sheet to the CSO if you have not done so yet.
- Allow time with faculty to review the curriculum implementation program and discuss questions or concerns in planning next year.
- Collect comments/revisions to be shared with CSO.
- Submit comments/revisions to the CSO.

Teacher's role:

- Meet with Level teachers to discuss student's ratings on Assessment in order to plan for next year.
- If you have not done so yet, turn in your Grade Level Tally Sheet to administration.
- Choose a piece of student work to be used as an exemplary piece to accompany the Assessment and Student Scoring Guide to be used next year.
- Place individual Student Scoring Guide in student's cumulative folder.

Teacher Notes for Grades K-2

No Technology Assessment has been written for Grades K-2. Teachers at that level will focus instruction on the content indicated on the Content Checklists to prepare students for the Grade 3 Assessment.

Directions for Use of Content Checklist

The grade level Content Checklist is designed to accompany the Essential Standards. Faculty discussion will need to take place to ensure consistency in teaching. The administrator should reproduce the Content Checklist and distribute it to all the teachers.

The Content Checklist in this document is based on the International Society for Technology in Education (ISTE) National Education Technology Standards for Students (NETS) and the Nebraska Student Essential Learnings.

The format for the Content Checklist is as follows:

1. Blank box to record date of instruction of content or to use as a check-off to indicate that instruction of content occurred
2. Content Statement
3. Level of Teacher Instruction:
Introduce **(I)**, Develop **(D)**, Master **(M)**

Introduce	(I):	To provide with a beginning knowledge or brief first experience. No assessment.
Develop	(D):	To progress from simple to more complex through practice. Check for understanding as needed.
Master	(M):	To be proficient in using content; to understand and be able to retrieve the specified material for use as needed to maintain proficiency. Must be assessed.

Teachers will use this curriculum as the basis for planning their lessons for the year. Use of the curriculum will assist students in attaining the Standards for which all are accountable. Teachers are required to spend 80% of their time teaching strictly from the curriculum guide with the remaining 20% of their time teaching concepts that enhance the curriculum.

Archdiocese of Omaha Technology Content Checklist Grades K-12

	K	1	2	3	4	5	6	7	8	9	10	11	12
Digital Citizenship													
Safety													
Report inappropriate websites and inappropriate online content	I	D	D	M									
Keep passwords private			I	D	D	M							
Comply with online policies				I	D	D	M						
Keep personal information private			I	D	D	D	M						
Invite/Accept online interaction only with those you know				I	D	D	D	M					
Social Interaction in an online environment													
Demonstrate rules related to acceptable use policy	I	D	D	D	D	D	D	D	M				
Demonstrate respectful use of school and global networks					I	D	D	D	M				
Demonstrate respect for the personal dignity of individuals (cyberbullying)			I	D	D	D	D	D	D	M			
Interpret the difference in the use of technology in personal and professional environment						I	D	D	D	D	M		
Respecting Intellectual Property													
Demonstrate responsible use of equipment	I	D	D	D	D	M							
Follow rules related to the concept of plagiarism			I	D	D	D	D	M					
Recognize the differences between fair use and copyright infringement					I	D	D	D	D	D	M		
Obtain permission from owners to use intellectual property							I	D	D	D	M		
Cite sources appropriately							I	D	D	D	M		

Introduce **(I)**: To provide with a beginning knowledge or brief first experience. No assessment.
 Develop **(D)**: To progress from simple to more complex through practice. Check for understanding as needed.
 Master **(M)**: To be proficient in using content; to maintain proficiency; to understand and be able to retrieve the specified material for use as needed. Must be assessed.

Archdiocese of Omaha Technology Content Checklist Grades K-12

	K	1	2	3	4	5	6	7	8	9	10	11	12
Operations and Concepts													
Demonstrate understanding of technological terminology	I	D	D	D	D	D	D	D	D	D	D	D	D
Demonstrate navigation skills	I	D	D	M									
Demonstrate operation of equipment	I	D	D	M									
Exhibit proper care of equipment	I	D	D	M									
Follow specific word processing instructions:	I	D	D	M									
-Set margins	I	D	D	M									
-Set line spacing	I	D	D	M									
-Choose a readable font	I	D	D	M									
-Set alignment	I	D	D	M									
-Set indents	I	D	D	M									
-Run spell check	I	D	D	M									
-Save a document to a specific location	I	D	D	M									
-Print a copy	I	D	D	M									
Use file management skills	I	D	D	D	D	M							
Use drawing and painting tools	I	D	D	D	D	D	M						
Demonstrate skills to crop and size graphics		I	D	D	D	D	M						
Choose appropriate application for task					I	D	D	D	M				
Demonstrate accurate keyboarding (30 WPM)					I	D	D	D	M				
Demonstrate word processing skills		I	D	D	D	D	D	D	M				
Navigate websites	I	D	D	D	D	D	D	D	D	D	M		
Create presentations using multimedia				I	D	D	D	D	D	D	M		
Demonstrate spreadsheet skills				I	D	D	D	D	D	D	M		

	K	1	2	3	4	5	6	7	8	9	10	11	12
Communication and Collaboration													
Use appropriate visuals in presentations			I	D	D	D	M						
Share a presentation individually or in a group			I	D	D	D	M						
Use electronic communication (i.e. email) in a professional manner					I	D	D	D	M				
Share documents						I	D	D	M				
Participate in social networks (i.e. blogs, wikis)					I	D	D	D	D	D	M		
Convert a product into various formats							I	D	D	D	M		
Post creations online for public viewing							I	D	D	D	M		
Create a social network								I	D	D	M		
Participate in video conferencing								I	D	D	D	D	M

Introduce **(I)**: To provide with a beginning knowledge or brief first experience. No assessment.
 Develop **(D)**: To progress from simple to more complex through practice. Check for understanding as needed.
 Master **(M)**: To be proficient in using content; to maintain proficiency; to understand and be able to retrieve the specified material for use as needed. Must be assessed.

Archdiocese of Omaha Technology Content Checklist Grades K-12

	K	1	2	3	4	5	6	7	8	9	10	11	12
Creativity and Innovation													
Use drawing/paint tools for creative expression	I	D	D	D	D	D	M						
Compose at the keyboard			I	D	D	D	M						
Choose backgrounds and graphics that enhance a presentation			I	D	D	D	M						
Use writing tools for creative expression (text)			I	D	D	D	D	D	M				
Use design principles to create effective multimedia				I	D	D	D	D	D	D	M		
Create an original work in a digital format	I	D	D	D	D	D	D	D	D	D	M		

	K	1	2	3	4	5	6	7	8	9	10	11	12
Information Management													
Use drawing tools	I	D	D	D	D	D	M						
Cite an electronic research source				I	D	D	M						
Organize information using writing software			I	D	D	D	M						
Organize information using presentation software		I	D	D	D	D	M						
Type a URL					I	D	D	D	M				
Examine applicable technology research tools			I	D	D	D	D	D	D	M			
Identify citation information						I	D	D	D	M			
Access digital reference materials	I	D	D	D	D	D	D	D	D	D	M		
Organize information using spreadsheet software		I	D	D	D	D	D	D	D	D	M		
Use age appropriate educational programs	I	D	D	D	D	D	D	D	D	D	D	M	
Compile data					I	D	D	D	D	D	D	M	
Use a browser	I	D	D	D	D	D	D	D	D	D	D	D	M
Conduct a search using a web based search engine					I	D	D	D	D	D	D	D	M
Organize information using graphing technologies										I	D	D	M

	K	1	2	3	4	5	6	7	8	9	10	11	12
Critical Thinking													
Recognize a need to solve a problem	I	D	D	D	M								
Recognize when technology is not working properly	I	D	D	D	M								
Define how technology is used in the world	I	D	D	D	D	D	D	M					
Identify a solution to solve a problem		I	D	D	D	D	D	D	D	D	D	M	
Discriminate between valid/invalid sources							I	D	D	D	D	D	M
Evaluate the quality and value of a resource							I	D	D	D	D	D	M
Implement a solution to solve a problem				I	D	D	D	D	D	D	D	D	D
Synthesize information from a variety of resources							I	D	D	D	D	D	D
Use trouble shooting steps to solve a problem									I	D	D	D	D

Introduce **(I)**: To provide with a beginning knowledge or brief first experience. No assessment.

Develop **(D)**: To progress from simple to more complex through practice. Check for understanding as needed.

Master **(M)**: To be proficient in using content; to maintain proficiency; to understand and be able to retrieve the specified material for use as needed. Must be assessed.

Curriculum Guide Glossary

Assessment - The deliberate use of many methods (teacher observation, self-assessment, survey, test, interview, performance, task, etc.) to gather evidence that indicates if students are meeting Standards through essential learning. Through thoughtful observations and professional judgment, a teacher is able to assess individual student's strengths and weaknesses. The teacher is then able to offer the student clear and helpful feedback. Assessment results are used: to identify instructional practices that need to change; to provide a focus for on-going professional development; and to provide supplemental instructional resources for learners.

Assessment Task Guidelines - Specific directions for students to follow as they complete the Assessment Task.

Essential Question - Points to the essence of what you believe students should examine and know in their course of study. The Essential Question is a conceptual commitment. When a teacher or group of teachers selects a question to frame and guide curriculum design, it is a declaration of intent. In a sense you are saying, "This is our focus for learning. I will put my teaching skills into helping my students examine the key concept implicit in the Essential Question." Student Assessment should focus on essential learning.

Essential Standards - Target what students will know and be able to do at each grade level. Essential Standards support Program Standards, are few in number, and move from simple to complex through grade levels. They address many of the same concepts and topics from primary to senior high school, but the sophistication and detail will increase. Essential Standards define the goals set forth in the Program Standards and state concepts and skills of significance taught at each level. They provide a bridge between the Program Standards and the Content. They require mastery by all students and are able to be assessed.

Grade Level Tally Sheet – The reporting form that records Assessment results completed by grade level teacher(s). The form is given to the building administrator who then completes the Building Level Tally Sheet that is sent to the Catholic Schools Office.

Performance Assessment - A variety of tasks and real life situations in which students are given opportunities to demonstrate their understanding and to thoughtfully apply knowledge, skills, and lifelong learning skills in a variety of contexts. These Assessments often occur over time and result in a tangible product or observable performance. They encourage self-evaluation and revision, require judgment to score, reveal degrees of proficiency based on established criteria, and make public the scoring criteria. Performance Assessments recognize that there is more than one way to show a "right" answer.

Program Standards - Concept-based, general expectations of what a student should know and be able to do. They are few in number and general in scope. They reflect the scope of the total program in a given subject area. They require mastery by all students and are able to be assessed.

Standards - General expectations of academic excellence that indicate what a student should know and be able to do.

Standards-based curriculum – A curriculum based on Standards with use of Standards-based Assessments. The premise is that all students will learn and achieve, and ideally all students can achieve proficiency. Time is variable but expectations of students are consistent. The curriculum provides a framework for the teachers. Teachers align their instruction to meet the Standards by asking themselves to what Standard does this activity relate.

Student Scoring Guide - A document that describes student performance on a specific task. The descriptions in the Student Scoring Guide clearly differentiate levels of performance, such as "Exceeds Standard, Meets Standard, Progressing Toward Standard, or Does Not Meet Standard". The Student Scoring Guide contains the rubrics which are the specific rules written in student language and linked to the Standards.

Task - An activity, exercise, or problem given to students to perform.

Intermediate Grades 3-5

Page

20	GRADES 3-5 TECHNOLOGY ESSENTIAL STANDARDS
21-24	CURRICULUM IMPLEMENTATION MAP
25-26	DIRECTIONS FOR ADMINISTRATION OF PERFORMANCE ASSESSMENT
27	DIRECTIONS FOR USE OF STUDENT SCORING GUIDE
28	TEACHER NOTES
29	PERFORMANCE ASSESSMENT
30	STUDENT SCORING GUIDE
31	DIRECTIONS FOR USE OF GRADE LEVEL TALLY SHEET
32	GRADE LEVEL TALLY SHEET
33	DIRECTIONS FOR USE OF CONTENT CHECKLIST
34-36	CONTENT CHECKLIST
37	CURRICULUM GUIDE GLOSSARY

Intermediate Grades 3-5 Technology Essential Standards

Digital Citizenship

Practice responsible use of technology

Operations and Concepts

Implement a variety of technologies

Communication and Collaboration

Use technology to share information and ideas

Creativity and Innovation

Apply existing knowledge to create original works

Information Management

Examine and use information sources

Critical Thinking

Make informed decisions to solve a problem

Curriculum Implementation Map

ONGOING ACTIVITIES

Administrator's role:

- Collect questions and suggestions at every faculty meeting.
- Report challenges and suggestions to the CSO.
- Discuss observations and share successes and challenges at monthly faculty meetings.
- Provide professional resources on Standards and Performance Assessment.
- Share successes at Administrator meetings.

Teacher's role:

- Discuss observations and share successes and challenges at monthly faculty meetings.
- Report challenges and suggestions to the administrator.
- Track instruction of content that has occurred on Content Checklist.
- Study professional resources on Standards and Performance Assessment.

AUGUST

Administrator's role:

- Begin looking at calendar to schedule time for faculty to work on curriculum implementation. Allow time each quarter for curriculum work.
- Meet with faculty to review and study Assessments and Student Scoring Guides that will be used for the year.
- Meet with faculty to align school curriculum with the Archdiocesan Curriculum.
- Plan time to go over the curriculum guide paying special attention to directions that have been inserted throughout the guide.
- Reproduce entire curriculum guide for the teachers.

Teacher's role:

- Plan instruction based on the Standards.
- After you have aligned the curriculum, meet by grade levels (K-2, 3-5, etc.) to determine who is responsible for specific content based on the Content Checklist.
- Meet with Level teachers and review and study Assessments and Student Scoring Guides that will be used for the year.
- Determine pieces of content, lessons, or units that are essential to meeting the Standards and Assessments.
- Plan time to go over the curriculum guide paying special attention to directions that have been inserted throughout the guide.

SEPTEMBER

Administrator's role:

- Consider sending home communication to parents via newsletter briefly explaining the implementation of the Standards, Curriculum and the Assessments. We recommend that you attach a copy of the Program Standards.

Teacher's role:

- Meet with Level teachers to create an example of a completed Assessment that can be shared with students.
- Display the Essential Standards that you will be using in individual classrooms. The display should use grade level appropriate language.
- Explain Essential Standards to students.
- Work with Level teachers to schedule dates for the Assessment.
- Distribute the assigned Assessment Task Guidelines and Student Scoring Guide sheet to students.

- Go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedures.
- Rewrite the Student Scoring Guide with students using age-appropriate language if needed.
- Share the Assessment example with students.
- Begin teaching to the Standards.

OCTOBER

Administrator's role:

- Contact the CSO for assistance as needed.
- Share information with faculty checking progress; allow time for work in levels.

Teacher's role:

- Continue teaching to the Standards.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedures.
- Continue to share the Assessment example with students.

NOVEMBER

Administrator's role:

- Share information with faculty checking for progress.
- Allow time for teachers to work in levels.

Teacher's role:

- Continue working with students on Standards, Curriculum, and Assessment.

DECEMBER

Administrator's role:

- Share information with faculty and allow time for work in levels.
- Allow time for faculty to review the curriculum implementation process and discuss questions or concerns in planning next semester.
- Collect comments to be shared with CSO.

Teacher's role:

- Continue working with students on Standards, Curriculum, and Assessment.

Spring Semester Time Line

ONGOING ACTIVITIES

Administrator's role:

- Collect questions and suggestions at every faculty meeting.
- Report challenges and suggestions to the CSO.
- Discuss observations and share successes and challenges at monthly faculty meetings.
- Provide professional resources on Standards and Performance Assessment.
- Share successes at Administrator meetings.

Teacher's role:

- Discuss observations and share successes and challenges at monthly faculty meetings.
- Report challenges and suggestions to the administrator.
- Track instruction of content that has occurred on Content Checklist.
- Study professional resources on Standards and Performance Assessment.

JANUARY

Administrator's role:

- Look at calendar to schedule time for faculty to work on curriculum implementation.
- Remind faculty that the deadline for reporting to the building administrator is the week of **April 22**.

Teacher's role:

- Align the curriculum by grade level (K-2, 3-5, etc.) to determine who is responsible for specific content based on the Content Checklist.
- Meet with Level teachers and review and study Assessments and Student Scoring Guides that will be used for second semester.
- Meet with Level teachers to create an example of the Assessment that can be shared with students.
- Display the Program Standards and Essential Standards that you will be using in individual classrooms. The display should use grade level appropriate language.
- Continue working with students on curriculum as they prepare for the Assessment.
- Explain/Review Standards displayed in the classroom with students.
- Distribute the assigned Assessment and Student Scoring Guide sheet to students.
- Explain/Review the Assessment Task Guidelines, Scoring Guide, and administration time with students explaining terminology and procedures.
- Rewrite the Student Scoring Guide with students using age appropriate language if needed.
- Share your Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessment from students, rate them, and send the Grade Level Tally Sheet to administrator.

FEBRUARY

Administrator's role:

- Share information with faculty checking progress.
- Allow time for faculty to work in levels.
- Contact the CSO as needed for assistance.
- Remind faculty of deadline for reporting to the building administrator is the week of **April 22**.

Teacher's role:

- Continue teaching to the Standards.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue working with students on curriculum as they prepare for the Assessment.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedure.

- Continue to share Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessment from students, rate them, and send Grade Level Tally Sheet to administrator.

MARCH

Administrator's role:

- Share information with faculty checking progress.
- Share information with faculty and allow time for work in levels.
- Remind faculty of deadline for reporting to the building administrator is the week of **April 22**.

Teacher's role:

- Continue working with students on Standards and Curriculum as they prepare for the Assessment.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedure.
- Continue to share Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessments from students, rate them, and send Grade Level Tally Sheet to administrator.

APRIL

Administrator's role:

- Share information with faculty and allow time for work in levels.
- Remind teachers of deadline for reporting to the building administrator is the week of **April 22**.
- Collect Grade Level Tally Sheets and transfer information to the Building Level Tally Sheet.
- Send the completed Building Level Tally Sheet to the **Catholic Schools Office by May 1**.

Teacher's role:

- Continue working with students on Standards and Curriculum as they prepare for the Assessment.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedure.
- Continue to share Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessments from students, rate them, and send Grade Level Tally Sheet to administrator.
- Collaborate with other faculty members to rate Assessments.
- Compare results with other faculty.
- If you have not done so yet, turn in your Grade Level Tally Sheet to administration.

MAY

Administrator's role:

- Send completed Building Level Tally Sheet to the CSO if you have not done so yet.
- Allow time with faculty to review the curriculum implementation program and discuss questions or concerns in planning next year.
- Collect comments/revisions to be shared with CSO.
- Submit comments/revisions to the CSO.

Teacher's role:

- Meet with Level teachers to discuss student's ratings on Assessment in order to plan for next year.
- If you have not done so yet, turn in your Grade Level Tally Sheet to administration.
- Choose a piece of student work to be used as an exemplary piece to accompany the Assessment and Student Scoring Guide to be used next year.
- Place individual Student Scoring Guide in student's cumulative folder.

Directions for Administration of the Performance Assessment

Refer to the **Curriculum Guide Glossary** found in this section of the Technology Curriculum Guide to assist you with the terminology.

Before the school year begins, it is highly recommended that the teacher read through the entire curriculum to assist with mapping instruction for the year. In doing so, the teacher will have read through the Assessment Task Guidelines and Student Scoring Guide to know when in the year to place the instruction that will precede the administration of the Assessment. The Assessment should flow from the curriculum. The Assessment should not be an “add on” tacked on at the end of the school year merely to meet minimum guidelines from the Archdiocese and the State of Nebraska. When used properly, the Assessment and Student Scoring Guide provide the teacher with additional information about individual student learning.

1. **At the beginning of the school year**, the teacher will have reviewed the curriculum guide and mapped an instructional plan for the year based on the Curriculum Implementation Map found in the Technology Curriculum Guide. The teacher needs to refer to the Directions for Use of Content Checklist for specific instructions. The teacher will then base the foundation of planning on the M-mastery (proficiency) identified pieces of content in the grade level Content Checklist.
2. The teacher will find the Assessment Task Guidelines and Student Scoring Guide in the specific grade level section of the curriculum. The teacher will provide each student with both the Assessment and the Student Scoring Guide at the beginning of instruction so that expectations about performance are clearly understood. The teacher will explain the purpose for the Assessment and Student Scoring Guide to the class and allow time for questions about the Assessment process.
3. It is important for the teacher and the students to understand that students are rated for proficiency on the assessment which is recorded on the Student Scoring Guide. As a criterion-referenced test, the Performance Assessments are designed for the individual student to show what he/she knows. Scoring results from all K-12 Archdiocesan schools will be reported to the Catholic Schools Office.
4. The instruction of all guidelines for the Assessment must take place before the Assessment is administered. The teacher will accomplish this by preparing and teaching one piece of content from the guideline at a time. The teacher will always refer back to how this instruction will assist students when they take the Assessment. The teacher may need to seek additional

resources to teach some of the guidelines as some of the content may not be present in the textbook.

5. While successful instruction of the Assessment Task Guidelines is taking place, the teacher will assign the Assessment Task to the students providing them with class time as directed by the teacher.
6. The students will be given a date for completion determined by the teacher. The Assessment may need to be modified for some students. Consideration will need to be given to those students on an IEP or 504 Plan. The teacher will determine any adjustments needed with the help of the administrator or school counselor.
7. The teacher will collect the Assessments and rate them for proficiency completing the Student Scoring Guides.
8. We know that all students can learn and succeed but not on the same day or in the same way. Teachers may need to allow a student(s) some additional time or give the student(s) another chance to show what they know if the student(s) have not achieved a proficiency rating of Level 3, "Meets Standard".
9. When the teacher has completed the rating on all students, the teacher will then complete the Grade Level Tally Sheet for reporting to the Archdiocese. Once the Grade Level Tally Sheet has been completed, the teacher will place the Student Scoring Guide in the individual student's cumulative file.
10. The teacher will then take the completed Grade Level Tally Sheet to the building administrator who will then complete the Building Level Tally Sheet and send it to the Catholic Schools Office.

Directions for Use of the Student Scoring Guide

The teacher will note the information that was shared in the “**Directions for Administration of the Performance Assessment**”. If the teacher has not read this information, please do so before proceeding.

It is important to understand that the teacher is rating student proficiency in the identified areas listed on the “Student Scoring Guide” for Archdiocesan reporting purposes.

1. Initially, the teacher will fill in the student name information and the date assessed unless the student has completed this for the teacher.
2. The teacher will read the Student Scoring Guide and rate each piece of criteria that is required. For example, “Content” might be the first criterion listed. The teacher will go to the column with the Level 3 heading, “Meets Standard”, to check if the student completed the required work assigned under “Content”. If the student completed all the required pieces, then the teacher will mark a “3” under the Results column for “Content”. If a student has exceeded the Standard by completing the required work in Level 4, “Exceeds Standard”, then the teacher will mark a “4” under the Results column. If the student is missing some of the required work, the teacher will look at Level 2, “Progressing Toward Standard”, and Level 1, “Does Not Meet Standard”, to mark the appropriate rating in the Results column.
3. The teacher will repeat this process for each identified criterion that needs to be rated.
4. The teacher’s next step is to transfer the students’ totals from the Student Scoring Guide to the “**Grade Level Tally Sheet**”. Directions for use of the Grade Level Tally Sheet follow in this section.
5. The teacher will then place the Student Scoring Guide in the individual student’s cumulative file to fulfill the State of Nebraska’s requirement for criterion-referenced testing. As an official document, the Student Scoring Guide is considered part of the student’s permanent file.

Technology Assessment Task Grade 3

Title: The Friendly Letter

Teacher Notes:

Technology is a tool. This assessment was created to integrate technology into an existing Archdiocesan Assessment. Please refer to the Grade 3 Archdiocesan Language Arts Assessment titled “It’s a Weird, Wacky World” on Page 45 of the Archdiocesan Language Arts Assessment Guide.

It will be important for the Grade 3 teacher and the media specialist/computer teacher to work together for students to achieve the required skills for success.

Explanation for the Scoring Guide Level 3: Operations and Concepts

“Do not take into account Word Confusion”- This is referring to the use of words like there, their and they’re.

A Level 4 “Exceeds Expectations” would be using all words in context without Word Confusion.

Students need to understand that Spell Check will not pick up on Word Confusion. They will need to read through their document and make corrections as needed.

Technology Assessment Task Grade 3

Title: The Friendly Letter

Program and Essential Standards: Digital Citizenship, Operations and Concepts, Communication and Collaboration

Administration Time: This assessment should be integrated into the Grade 3 Archdiocesan Language Arts Assessment titled “It’s a Weird, Wacky World” on Page 45 of the Archdiocesan Language Arts Assessment Guide.

The assessment must be completed so that the Grade Level Tally Sheet is submitted to the building administrator by the week of April 22.

Suggested Time Frame: Two weeks (This will vary depending on the amount of technology available at each school.)

(Refer to the Time Line for Implementation and the Curriculum Guide Glossary found within this section of the Technology Curriculum Guide.)

Essential Question: How can I use technology to describe people, places, and situations in a community that is different than mine?

Grade 3 Language Arts Assessment Task: What if an extraterrestrial landed on Earth in your community? Imagine all the weird, wacky people, places, things, and events it would notice. Now pretend you are that extraterrestrial whose task is to report back these observations to your home planet.

Technology Task: Create a final draft of the friendly letter for the Grade 3 Language Arts Assessment Task using a word processing application.

Guidelines

1. Use school technology tools responsibly.
2. Set margins to 1 inch.
3. Set line spacing to double space.
4. Choose a readable font style.
5. Set font size to 14pt.
6. Align the heading to the right.
7. Align the greeting, body and salutation to the left.
8. Indent paragraphs using the tab key.
9. Utilize word wrapping on the body of the text.
10. Run spell check.
11. Save the document to the teacher assigned location.
12. Print one copy of the document in portrait view (vertical) to the appropriate printer.

Technology Scoring Guide for Grade 3

Assessment Task: The Friendly Letter

Create a final draft of your friendly letter using a word processing application.

Criteria	Level 1 Does Not Meet Standard	Level 2 Progressing Toward Standard	Level 3 Meets Standard	Level 4 Exceeds Standard	Results
Digital Citizenship	<ul style="list-style-type: none"> • Demonstrates less than two of the criteria in Level 3 	<ul style="list-style-type: none"> • Demonstrates only two of the criteria in Level 3 	<ul style="list-style-type: none"> • Demonstrates responsible use of technology • Saves the document in assigned location • Prints one copy of document • Prints document to the proper printer 	<ul style="list-style-type: none"> • Demonstrates all criteria listed in Level 3 and independently retrieves document from the saved location 	
Operations and Concepts	<ul style="list-style-type: none"> • Demonstrates less than four of the criteria in Level 3 	<ul style="list-style-type: none"> • Demonstrates at least four of the criteria in Level 3 	<ul style="list-style-type: none"> • Sets margins to 1 inch • Sets line spacing to double space • Aligns heading to the right • Aligns greeting, body, and salutation to the left • Utilizes word wrapping for the body of text • Uses the tab key for indenting 	<ul style="list-style-type: none"> • Demonstrates all criteria listed in Level 3 and inserts one relevant graphic at an appropriate location 	
Communication and Collaboration	<ul style="list-style-type: none"> • Demonstrates none of the criteria in Level 3 	<ul style="list-style-type: none"> • Demonstrates only one of the criteria in Level 3 	<ul style="list-style-type: none"> • Chooses readable font style in 14 pt. • Uses spell check to correct spelling errors (Do not take into account word confusion – See Teacher Notes)) 	<ul style="list-style-type: none"> • Demonstrates all criteria listed in Level 3 and all words are used correctly (No word confusion) 	

List any modifications made:

Directions for Use of Grade Level Tally Sheet

1. The teacher will administer the Assessment to his/her students and then rate the individual student's Assessment using the individual Student Scoring Guide included in the curriculum guide before proceeding to step 2.
2. The teacher will need to make copies of the Grade Level Tally Sheet as needed.
3. Once the teacher has completed rating the entire class, the teacher will then complete the Grade Level Tally Sheet transferring the class totals in each category onto the tally sheet.
4. Complete one Grade Level Tally Sheet per grade. Individual classroom teachers from the same grade must gather the results from the individual Student Scoring Guides, combine the results, and enter the total numbers for the entire grade onto one sheet.
5. Submit the completed Grade Level Tally Sheet (one per grade level) to the building administrator by the week of **April 22**.
6. The individual teacher will then file the individual Student Scoring Guide in the student's cumulative folder.
7. The building administrator will then complete the Building Level Tally Sheet using the information from the Grade Level Tally Sheets. The Building Level Tally Sheet is due to the **Catholic Schools Office by May 1**.

Grade Level Tally Sheet for Technology Grade 3 Assessment Task Title: The Friendly Letter

School Name/City:

Assessment Date:

Total # Students Assessed:

Total # Students:

Directions: Complete one sheet per grade level. Classroom teacher(s) must gather the results from individual Student Scoring Guides and enter the totals. Submit only one sheet per grade level to the building administrator by the week of **April 22**.

Criteria	<u>Level 1</u> # Students Not Meeting Standard	<u>Level 2</u> # Students Progressing Toward Standard	<u>Level 3</u> # Students Meeting Standard	<u>Level 4</u> # Students Exceeding Standard
Digital Citizenship				
Operations and Concepts				
Communication and Collaboration				

Directions for Use of Content Checklist

The grade level Content Checklist is designed to accompany the Essential Standards. Faculty discussion will need to take place to ensure consistency in teaching. The administrator should reproduce the Content Checklist and distribute it to all the teachers.

The Content Checklist in this document is based on the International Society for Technology in Education (ISTE) National Education Technology Standards for Students (NETS) and the Nebraska Student Essential Learnings.

The format for the Content Checklist is as follows:

1. Blank box to record date of instruction of content or to use as a check-off to indicate that instruction of content occurred

2. Content Statement

3. Level of Teacher Instruction:

Introduce **(I)**, Develop **(D)**, Master **(M)**

Introduce **(I):** To provide with a beginning knowledge or brief first experience. No assessment.

Develop **(D):** To progress from simple to more complex through practice. Check for understanding as needed.

Master **(M):** To be proficient in using content; to understand and be able to retrieve the specified material for use as needed to maintain proficiency. Must be assessed.

Teachers will use this curriculum as the basis for planning their lessons for the year. Use of the curriculum will assist students in attaining the Standards for which all are accountable. Teachers are required to spend 80% of their time teaching strictly from the curriculum guide with the remaining 20% of their time teaching concepts that enhance the curriculum.

Archdiocese of Omaha Technology Content Checklist Grades K-12

	K	1	2	3	4	5	6	7	8	9	10	11	12
Digital Citizenship													
Safety													
Report inappropriate websites and inappropriate online content	I	D	D	M									
Keep passwords private			I	D	D	M							
Comply with online policies				I	D	D	M						
Keep personal information private			I	D	D	D	M						
Invite/Accept online interaction only with those you know				I	D	D	D	M					
Social Interaction in an online environment													
Demonstrate rules related to acceptable use policy	I	D	D	D	D	D	D	D	M				
Demonstrate respectful use of school and global networks					I	D	D	D	M				
Demonstrate respect for the personal dignity of individuals (cyberbullying)			I	D	D	D	D	D	D	M			
Interpret the difference in the use of technology in personal and professional environment						I	D	D	D	D	M		
Respecting Intellectual Property													
Demonstrate responsible use of equipment	I	D	D	D	D	M							
Follow rules related to the concept of plagiarism			I	D	D	D	D	M					
Recognize the differences between fair use and copyright infringement					I	D	D	D	D	D	M		
Obtain permission from owners to use intellectual property							I	D	D	D	M		
Cite sources appropriately							I	D	D	D	M		

Introduce **(I)**: To provide with a beginning knowledge or brief first experience. No assessment.
 Develop **(D)**: To progress from simple to more complex through practice. Check for understanding as needed.
 Master **(M)**: To be proficient in using content; to maintain proficiency; to understand and be able to retrieve the specified material for use as needed. Must be assessed.

Archdiocese of Omaha Technology Content Checklist Grades K-12

	K	1	2	3	4	5	6	7	8	9	10	11	12
Operations and Concepts													
Demonstrate understanding of technological terminology	I	D	D	D	D	D	D	D	D	D	D	D	D
Demonstrate navigation skills	I	D	D	M									
Demonstrate operation of equipment	I	D	D	M									
Exhibit proper care of equipment	I	D	D	M									
Follow specific word processing instructions:	I	D	D	M									
-Set margins	I	D	D	M									
-Set line spacing	I	D	D	M									
-Choose a readable font	I	D	D	M									
-Set alignment	I	D	D	M									
-Set indents	I	D	D	M									
-Run spell check	I	D	D	M									
-Save a document to a specific location	I	D	D	M									
-Print a copy	I	D	D	M									
Use file management skills	I	D	D	D	D	M							
Use drawing and painting tools	I	D	D	D	D	D	M						
Demonstrate skills to crop and size graphics		I	D	D	D	D	M						
Choose appropriate application for task					I	D	D	D	M				
Demonstrate accurate keyboarding (30 WPM)					I	D	D	D	M				
Demonstrate word processing skills		I	D	D	D	D	D	D	M				
Navigate websites	I	D	D	D	D	D	D	D	D	D	M		
Create presentations using multimedia				I	D	D	D	D	D	D	M		
Demonstrate spreadsheet skills				I	D	D	D	D	D	D	M		

	K	1	2	3	4	5	6	7	8	9	10	11	12
Communication and Collaboration													
Use appropriate visuals in presentations			I	D	D	D	M						
Share a presentation individually or in a group			I	D	D	D	M						
Use electronic communication (i.e. email) in a professional manner					I	D	D	D	M				
Share documents						I	D	D	M				
Participate in social networks (i.e. blogs, wikis)					I	D	D	D	D	D	M		
Convert a product into various formats							I	D	D	D	M		
Post creations online for public viewing							I	D	D	D	M		
Create a social network								I	D	D	M		
Participate in video conferencing								I	D	D	D	D	M

Introduce **(I)**: To provide with a beginning knowledge or brief first experience. No assessment.
 Develop **(D)**: To progress from simple to more complex through practice. Check for understanding as needed.
 Master **(M)**: To be proficient in using content; to maintain proficiency; to understand and be able to retrieve the specified material for use as needed. Must be assessed.

Archdiocese of Omaha Technology Content Checklist Grades K-12

	K	1	2	3	4	5	6	7	8	9	10	11	12
Creativity and Innovation													
Use drawing/paint tools for creative expression	I	D	D	D	D	D	M						
Compose at the keyboard			I	D	D	D	M						
Choose backgrounds and graphics that enhance a presentation			I	D	D	D	M						
Use writing tools for creative expression (text)			I	D	D	D	D	D	M				
Use design principles to create effective multimedia				I	D	D	D	D	D	D	M		
Create an original work in a digital format	I	D	D	D	D	D	D	D	D	D	M		

	K	1	2	3	4	5	6	7	8	9	10	11	12
Information Management													
Use drawing tools	I	D	D	D	D	D	M						
Cite an electronic research source				I	D	D	M						
Organize information using writing software			I	D	D	D	M						
Organize information using presentation software		I	D	D	D	D	M						
Type a URL					I	D	D	D	M				
Examine applicable technology research tools			I	D	D	D	D	D	D	M			
Identify citation information						I	D	D	D	M			
Access digital reference materials	I	D	D	D	D	D	D	D	D	D	M		
Organize information using spreadsheet software		I	D	D	D	D	D	D	D	D	M		
Use age appropriate educational programs	I	D	D	D	D	D	D	D	D	D	D	M	
Compile data					I	D	D	D	D	D	D	M	
Use a browser	I	D	D	D	D	D	D	D	D	D	D	D	M
Conduct a search using a web based search engine					I	D	D	D	D	D	D	D	M
Organize information using graphing technologies										I	D	D	M

	K	1	2	3	4	5	6	7	8	9	10	11	12
Critical Thinking													
Recognize a need to solve a problem	I	D	D	D	M								
Recognize when technology is not working properly	I	D	D	D	M								
Define how technology is used in the world	I	D	D	D	D	D	D	M					
Identify a solution to solve a problem		I	D	D	D	D	D	D	D	D	D	M	
Discriminate between valid/invalid sources							I	D	D	D	D	D	M
Evaluate the quality and value of a resource							I	D	D	D	D	D	M
Implement a solution to solve a problem				I	D	D	D	D	D	D	D	D	D
Synthesize information from a variety of resources							I	D	D	D	D	D	D
Use trouble shooting steps to solve a problem									I	D	D	D	D

Introduce **(I)**: To provide with a beginning knowledge or brief first experience. No assessment.
 Develop **(D)**: To progress from simple to more complex through practice. Check for understanding as needed.
 Master **(M)**: To be proficient in using content; to maintain proficiency; to understand and be able to retrieve the specified material for use as needed. Must be assessed.

Curriculum Guide Glossary

Assessment - The deliberate use of many methods (teacher observation, self-assessment, survey, test, interview, performance, task, etc.) to gather evidence that indicates if students are meeting Standards through essential learning. Through thoughtful observations and professional judgment, a teacher is able to assess individual student's strengths and weaknesses. The teacher is then able to offer the student clear and helpful feedback. Assessment results are used: to identify instructional practices that need to change; to provide a focus for on-going professional development; and to provide supplemental instructional resources for learners.

Assessment Task Guidelines - Specific directions for students to follow as they complete the Assessment Task.

Essential Question - Points to the essence of what you believe students should examine and know in their course of study. The Essential Question is a conceptual commitment. When a teacher or group of teachers selects a question to frame and guide curriculum design, it is a declaration of intent. In a sense you are saying, "This is our focus for learning. I will put my teaching skills into helping my students examine the key concept implicit in the Essential Question." Student Assessment should focus on essential learning.

Essential Standards - Target what students will know and be able to do at each grade level. Essential Standards support Program Standards, are few in number, and move from simple to complex through grade levels. They address many of the same concepts and topics from primary to senior high school, but the sophistication and detail will increase. Essential Standards define the goals set forth in the Program Standards and state concepts and skills of significance taught at each level. They provide a bridge between the Program Standards and the Content. They require mastery by all students and are able to be assessed.

Grade Level Tally Sheet – The reporting form that records Assessment results completed by grade level teacher(s). The form is given to the building administrator who then completes the Building Level Tally Sheet that is sent to the Catholic Schools Office.

Performance Assessment - A variety of tasks and real life situations in which students are given opportunities to demonstrate their understanding and to thoughtfully apply knowledge, skills, and lifelong learning skills in a variety of contexts. These Assessments often occur over time and result in a tangible product or observable performance. They encourage self-evaluation and revision, require judgment to score, reveal degrees of proficiency based on established criteria, and make public the scoring criteria. Performance Assessments recognize that there is more than one way to show a "right" answer.

Program Standards - Concept-based, general expectations of what a student should know and be able to do. They are few in number and general in scope. They reflect the scope of the total program in a given subject area. They require mastery by all students and are able to be assessed.

Standards - General expectations of academic excellence that indicate what a student should know and be able to do.

Standards-based curriculum – A curriculum based on Standards with use of Standards-based Assessments. The premise is that all students will learn and achieve, and ideally all students can achieve proficiency. Time is variable but expectations of students are consistent. The curriculum provides a framework for the teachers. Teachers align their instruction to meet the Standards by asking themselves to what Standard does this activity relate.

Student Scoring Guide - A document that describes student performance on a specific task. The descriptions in the Student Scoring Guide clearly differentiate levels of performance, such as "Exceeds Standard, Meets Standard, Progressing Toward Standard, or Does Not Meet Standard". The Student Scoring Guide contains the rubrics which are the specific rules written in student language and linked to the Standards.

Task - An activity, exercise, or problem given to students to perform.

Time Frame - The recommended time allotted for students to complete the Assessment.

Middle School Grades 6-8

Page

39	GRADES 6-8 TECHNOLOGY ESSENTIAL STANDARDS
40-43	CURRICULUM IMPLEMENTATION MAP
44-45	DIRECTIONS FOR ADMINISTRATION OF PERFORMANCE ASSESSMENT
46	DIRECTIONS FOR USE OF STUDENT SCORING GUIDE
47	TEACHER NOTES
48	PERFORMANCE ASSESSMENT
49	STUDENT SCORING GUIDE
50	DIRECTIONS FOR USE OF GRADE LEVEL TALLY SHEET
51	GRADE LEVEL TALLY SHEET
52	DIRECTIONS FOR USE OF CONTENT CHECKLIST
53-55	CONTENT CHECKLIST
56	CURRICULUM GUIDE GLOSSARY

Middle School Grades 6-8 Technology Essential Standards

Digital Citizenship

Apply responsible use of technology

Operations and Concepts

Execute multiple technologies simultaneously

Communication and Collaboration

Connect and publish information and ideas

Creativity and Innovation

Produce original work employing a variety of methods

Information Management

Select relevant information sources

Critical Thinking

Integrate information from valid sources to identify solutions to a problem

Curriculum Implementation Map

ONGOING ACTIVITIES

Administrator's role:

- Collect questions and suggestions at every faculty meeting.
- Report challenges and suggestions to the CSO.
- Discuss observations and share successes and challenges at monthly faculty meetings.
- Provide professional resources on Standards and Performance Assessment.
- Share successes at Administrator meetings.

Teacher's role:

- Discuss observations and share successes and challenges at monthly faculty meetings.
- Report challenges and suggestions to the administrator.
- Track instruction of content that has occurred on Content Checklist.
- Study professional resources on Standards and Performance Assessment.

AUGUST

Administrator's role:

- Begin looking at calendar to schedule time for faculty to work on curriculum implementation. Allow time each quarter for curriculum work.
- Meet with faculty to review and study Assessments and Student Scoring Guides that will be used for the year.
- Meet with faculty to align school curriculum with the Archdiocesan Curriculum.
- Plan time to go over the curriculum guide paying special attention to directions that have been inserted throughout the guide.
- Reproduce entire curriculum guide for the teachers.

Teacher's role:

- Plan instruction based on the Standards.
- After you have aligned the curriculum, meet by grade levels (K-2, 3-5, etc.) to determine who is responsible for specific content based on the Content Checklist.
- Meet with Level teachers and review and study Assessments and Student Scoring Guides that will be used for the year.
- Determine pieces of content, lessons, or units that are essential to meeting the Standards and Assessments.
- Plan time to go over the curriculum guide paying special attention to directions that have been inserted throughout the guide.

SEPTEMBER

Administrator's role:

- Consider sending home communication to parents via newsletter briefly explaining the implementation of the Standards, Curriculum and the Assessments. We recommend that you attach a copy of the Program Standards.

Teacher's role:

- Meet with Level teachers to create an example of a completed Assessment that can be shared with students.
- Display the Essential Standards that you will be using in individual classrooms. The display should use grade level appropriate language.
- Explain Essential Standards to students.
- Work with Level teachers to schedule dates for the Assessment.
- Distribute the assigned Assessment Task Guidelines and Student Scoring Guide sheet to students.

- Go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedures.
- Rewrite the Student Scoring Guide with students using age-appropriate language if needed.
- Share the Assessment example with students.
- Begin teaching to the Standards.

OCTOBER

Administrator's role:

- Contact the CSO for assistance as needed.
- Share information with faculty checking progress; allow time for work in levels.

Teacher's role:

- Continue teaching to the Standards.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedures.
- Continue to share the Assessment example with students.

NOVEMBER

Administrator's role:

- Share information with faculty checking for progress.
- Allow time for teachers to work in levels.

Teacher's role:

- Continue working with students on Standards, Curriculum, and Assessment.

DECEMBER

Administrator's role:

- Share information with faculty and allow time for work in levels.
- Allow time for faculty to review the curriculum implementation process and discuss questions or concerns in planning next semester.
- Collect comments to be shared with CSO.

Teacher's role:

- Continue working with students on Standards, Curriculum, and Assessment.

Spring Semester Time Line

ONGOING ACTIVITIES

Administrator's role:

- Collect questions and suggestions at every faculty meeting.
- Report challenges and suggestions to the CSO.
- Discuss observations and share successes and challenges at monthly faculty meetings.
- Provide professional resources on Standards and Performance Assessment.
- Share successes at Administrator meetings.

Teacher's role:

- Discuss observations and share successes and challenges at monthly faculty meetings.
- Report challenges and suggestions to the administrator.
- Track instruction of content that has occurred on Content Checklist.
- Study professional resources on Standards and Performance Assessment.

JANUARY

Administrator's role:

- Look at calendar to schedule time for faculty to work on curriculum implementation.
- Remind faculty that the deadline for reporting to the building administrator is the week of **April 22**.

Teacher's role:

- Align the curriculum by grade level (K-2, 3-5, etc.) to determine who is responsible for specific content based on the Content Checklist.
- Meet with Level teachers and review and study Assessments and Student Scoring Guides that will be used for second semester.
- Meet with Level teachers to create an example of the Assessment that can be shared with students.
- Display the Program Standards and Essential Standards that you will be using in individual classrooms. The display should use grade level appropriate language.
- Continue working with students on curriculum as they prepare for the Assessment.
- Explain/Review Standards displayed in the classroom with students.
- Distribute the assigned Assessment and Student Scoring Guide sheet to students.
- Explain/Review the Assessment Task Guidelines, Scoring Guide, and administration time with students explaining terminology and procedures.
- Rewrite the Student Scoring Guide with students using age appropriate language if needed.
- Share your Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessment from students, rate them, and send the Grade Level Tally Sheet to administrator.

FEBRUARY

Administrator's role:

- Share information with faculty checking progress.
- Allow time for faculty to work in levels.
- Contact the CSO as needed for assistance.
- Remind faculty of deadline for reporting to the building administrator is the week of **April 22**.

Teacher's role:

- Continue teaching to the Standards.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue working with students on curriculum as they prepare for the Assessment.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedure.

- Continue to share Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessment from students, rate them, and send Grade Level Tally Sheet to administrator.

MARCH

Administrator's role:

- Share information with faculty checking progress.
- Share information with faculty and allow time for work in levels.
- Remind faculty of deadline for reporting to the building administrator is the week of **April 22**.

Teacher's role:

- Continue working with students on Standards and Curriculum as they prepare for the Assessment.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedure.
- Continue to share Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessments from students, rate them, and send Grade Level Tally Sheet to administrator.

APRIL

Administrator's role:

- Share information with faculty and allow time for work in levels.
- Remind teachers of deadline for reporting to the building administrator is the week of **April 22**.
- Collect Grade Level Tally Sheets and transfer information to the Building Level Tally Sheet.
- Send the completed Building Level Tally Sheet to the **Catholic Schools Office by May 1**.

Teacher's role:

- Continue working with students on Standards and Curriculum as they prepare for the Assessment.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedure.
- Continue to share Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessments from students, rate them, and send Grade Level Tally Sheet to administrator.
- Collaborate with other faculty members to rate Assessments.
- Compare results with other faculty.
- If you have not done so yet, turn in your Grade Level Tally Sheet to administration.

MAY

Administrator's role:

- Send completed Building Level Tally Sheet to the CSO if you have not done so yet.
- Allow time with faculty to review the curriculum implementation program and discuss questions or concerns in planning next year.
- Collect comments/revisions to be shared with CSO.
- Submit comments/revisions to the CSO.

Teacher's role:

- Meet with Level teachers to discuss student's ratings on Assessment in order to plan for next year.
- If you have not done so yet, turn in your Grade Level Tally Sheet to administration.
- Choose a piece of student work to be used as an exemplary piece to accompany the Assessment and Student Scoring Guide to be used next year.
- Place individual Student Scoring Guide in student's cumulative folder.

Directions for Administration of the Performance Assessment

Refer to the **Curriculum Guide Glossary** found in this section of the Technology Curriculum Guide to assist you with the terminology.

Before the school year begins, it is highly recommended that the teacher read through the entire curriculum to assist with mapping instruction for the year. In doing so, the teacher will have read through the Assessment Task Guidelines and Student Scoring Guide to know when in the year to place the instruction that will precede the administration of the Assessment. The Assessment should flow from the curriculum. The Assessment should not be an “add on” tacked on at the end of the school year merely to meet minimum guidelines from the Archdiocese and the State of Nebraska. When used properly, the Assessment and Student Scoring Guide provide the teacher with additional information about individual student learning.

1. **At the beginning of the school year**, the teacher will have reviewed the curriculum guide and mapped an instructional plan for the year based on the Curriculum Implementation Map found in the Technology Curriculum Guide. The teacher needs to refer to the Directions for Use of Content Checklist for specific instructions. The teacher will then base the foundation of planning on the M-mastery (proficiency) identified pieces of content in the grade level Content Checklist.
2. The teacher will find the Assessment Task Guidelines and Student Scoring Guide in the specific grade level section of the curriculum. The teacher will provide each student with both the Assessment and the Student Scoring Guide at the beginning of instruction so that expectations about performance are clearly understood. The teacher will explain the purpose for the Assessment and Student Scoring Guide to the class and allow time for questions about the Assessment process.
3. It is important for the teacher and the students to understand that students are rated for proficiency on the assessment which is recorded on the Student Scoring Guide. As a criterion-referenced test, the Performance Assessments are designed for the individual student to show what he/she knows. Scoring results from all K-12 Archdiocesan schools will be reported to the Catholic Schools Office.
4. The instruction of all guidelines for the Assessment must take place before the Assessment is administered. The teacher will accomplish this by preparing and teaching one piece of content from the guideline at a time. The teacher will always refer back to how this instruction will assist students when they take the Assessment. The teacher may need to seek additional

resources to teach some of the guidelines as some of the content may not be present in the textbook.

5. While successful instruction of the Assessment Task Guidelines is taking place, the teacher will assign the Assessment Task to the students providing them with class time as directed by the teacher.
6. The students will be given a date for completion determined by the teacher. The Assessment may need to be modified for some students. Consideration will need to be given to those students on an IEP or 504 Plan. The teacher will determine any adjustments needed with the help of the administrator or school counselor.
7. The teacher will collect the Assessments and rate them for proficiency completing the Student Scoring Guides.
8. We know that all students can learn and succeed but not on the same day or in the same way. Teachers may need to allow a student(s) some additional time or give the student(s) another chance to show what they know if the student(s) have not achieved a proficiency rating of Level 3, "Meets Standard".
9. When the teacher has completed the rating on all students, the teacher will then complete the Grade Level Tally Sheet for reporting to the Archdiocese. Once the Grade Level Tally Sheet has been completed, the teacher will place the Student Scoring Guide in the individual student's cumulative file.
10. The teacher will then take the completed Grade Level Tally Sheet to the building administrator who will then complete the Building Level Tally Sheet and send it to the Catholic Schools Office.

Directions for Use of the Student Scoring Guide

The teacher will note the information that was shared in the “**Directions for Administration of the Performance Assessment**”. If the teacher has not read this information, please do so before proceeding.

It is important to understand that the teacher is rating student proficiency in the identified areas listed on the “Student Scoring Guide” for Archdiocesan reporting purposes.

1. Initially, the teacher will fill in the student name information and the date assessed unless the student has completed this for the teacher.
2. The teacher will read the Student Scoring Guide and rate each piece of criteria that is required. For example, “Content” might be the first criterion listed. The teacher will go to the column with the Level 3 heading, “Meets Standard”, to check if the student completed the required work assigned under “Content”. If the student completed all the required pieces, then the teacher will mark a “3” under the Results column for “Content”. If a student has exceeded the Standard by completing the required work in Level 4, “Exceeds Standard”, then the teacher will mark a “4” under the Results column. If the student is missing some of the required work, the teacher will look at Level 2, “Progressing Toward Standard”, and Level 1, “Does Not Meet Standard”, to mark the appropriate rating in the Results column.
3. The teacher will repeat this process for each identified criterion that needs to be rated.
4. The teacher’s next step is to transfer the students’ totals from the Student Scoring Guide to the “**Grade Level Tally Sheet**”. Directions for use of the Grade Level Tally Sheet follow in this section.
5. The teacher will then place the Student Scoring Guide in the individual student’s cumulative file to fulfill the State of Nebraska’s requirement for criterion-referenced testing. As an official document, the Student Scoring Guide is considered part of the student’s permanent file.

Technology Assessment Task Grade 6

Title: Tool Time Technology

Teacher Notes:

Technology is a tool. This assessment was created to integrate technology into an existing Archdiocesan Assessment. Please refer to the Grade 6 Archdiocesan Science Assessment titled “Tool Time” on Page 62 of the Archdiocesan Science Assessment Guide.

It will be important for the Grade 6 science teacher and the media specialist/computer teacher to work together for students to achieve the required skills for success.

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Technology Assessment Task Grade 6

Title: Tool Time Technology

Program and Essential Standards: Creativity and Innovation; Operations and Concepts; Information Management; Communication and Collaboration

Administration Time: Grade 6, 1st semester - This assessment should be integrated into the Grade 6 Archdiocesan Science Assessment titled "Tool Time" on Page 62 of the Archdiocesan Science Assessment Guide.

The assessment must be completed so that the Grade Level Tally Sheet is submitted to the building administrator by the week of April 22.

Suggested Time Frame: Approximately two weeks of student planning/organizing/construction time.

(Refer to the Time Line for Implementation and the Curriculum Guide Glossary found within this section of the Technology Curriculum Guide.)

Essential Question: How can I use technology to design a presentation to share my idea?

Grade 6 Science Task: Students in teams of two, or individually, will use scientific inquiry and/or scientific technology to design and present a tool or a model of a tool that will enhance or improve a skill or solve a problem in real life.

Technology Task: Students will use technology to design and give a presentation promoting their tool and its potential to improve life.

Guidelines

Creativity and Innovation

1. Electronically apply research and project information to create an original presentation.
2. Presentation should have visual appeal with the use of appropriate visuals:
 - Text formatting is consistent and readable;
 - Appropriate graphics are cropped and sized;
 - Backgrounds enhance the presentation; and
 - Includes all necessary content.

Operations and Concepts

3. Demonstrate the effective use of two different technologies:
 - One for research; and
 - One for presentation.

Information Management

4. Correctly cite one relevant electronic research source.

Communication and Collaboration

5. Share the presentation in a group setting - with your class or another audience as specified.
6. Share equal presentation time and responsibilities (if done as a team).
7. State the following in the presentation:
 - Name of the tool;
 - How the tool improves life;
 - A description of the tool;
 - Strengths and weaknesses of the tool; and
 - How the tool was developed, tested and modified.

Technology Scoring Guide for Grade 6

Assessment Task: Tool Time Technology

Use technology to design and give a presentation promoting a tool and its potential to improve life.

Criteria	<u>Level 1</u> Does Not Meet Standard	<u>Level 2</u> Progressing Toward Standard	<u>Level 3</u> Meets Standard	<u>Level 4</u> Exceeds Standard	Results
Creativity and Innovation	<ul style="list-style-type: none"> • Demonstrates less than five of the criteria in Level 3 	<ul style="list-style-type: none"> • Demonstrates only five of the criteria in Level 3 	<ul style="list-style-type: none"> • Electronically applies research and project information to create an original presentation • Uses appropriate visuals • Text formatting is consistent and readable • Appropriate graphics are cropped and sized • Backgrounds enhance presentation • Presentation includes all necessary content 	<ul style="list-style-type: none"> • Demonstrates all criteria listed in Level 3 and utilizes appropriate visual and/or audio embellishments 	
Operations and Concepts	<ul style="list-style-type: none"> • Demonstrates no use of technology 	<ul style="list-style-type: none"> • Demonstrates use of technology for either research or presentation, but not for both 	<ul style="list-style-type: none"> • Demonstrates effective use of two separate technologies - one for research and one for presentation 	<ul style="list-style-type: none"> • Demonstrates all criteria listed in Level 3 and uses at least one additional technology with documentation 	
Information Management	<ul style="list-style-type: none"> • Demonstrates no electronic research or citation 	<ul style="list-style-type: none"> • Demonstrates electronic research with no source citation 	<ul style="list-style-type: none"> • Correctly cites one relevant electronic research source 	<ul style="list-style-type: none"> • Demonstrates all criteria listed in Level 3 and correctly cites at least one additional relevant electronic source 	
Communication and Collaboration	<ul style="list-style-type: none"> • Demonstrates only one of the criteria in Level 3 	<ul style="list-style-type: none"> • Demonstrates only two of the criteria in Level 3 	<ul style="list-style-type: none"> • Shares equal presentation responsibilities (if done in a team) • Shares in a group setting • Presentation clearly states: <ul style="list-style-type: none"> Name of the tool How the tool improves life Description of the tool Strengths/weaknesses of the tool Explanation of how the tool was developed, tested, modified 	<ul style="list-style-type: none"> • Demonstrates all criteria listed in Level 3 and promotes audience engagement 	

List any modifications made:

Directions for Use of Grade Level Tally Sheet

1. The teacher will administer the Assessment to his/her students and then rate the individual student's Assessment using the individual Student Scoring Guide included in the curriculum guide before proceeding to step 2.
2. The teacher will need to make copies of the Grade Level Tally Sheet as needed.
3. Once the teacher has completed rating the entire class, the teacher will then complete the Grade Level Tally Sheet transferring the class totals in each category onto the tally sheet.
4. Complete one Grade Level Tally Sheet per grade. Individual classroom teachers from the same grade must gather the results from the individual Student Scoring Guides, combine the results, and enter the total numbers for the entire grade onto one sheet.
5. Submit the completed Grade Level Tally Sheet (one per grade level) to the building administrator by the week of **April 22**.
6. The individual teacher will then file the individual Student Scoring Guide in the student's cumulative folder.
7. The building administrator will then complete the Building Level Tally Sheet using the information from the Grade Level Tally Sheets. The Building Level Tally Sheet is due to the **Catholic Schools Office by May 1**.

Grade Level Tally Sheet for Technology

Grade 6 Assessment Task

Title: Tool Time Technology

School Name/City:

Assessment Date:

Total # Students Assessed:

Total # Students:

Directions: Complete one sheet per grade level. Classroom teacher(s) must gather the results from individual Student Scoring Guides and enter the totals. Submit only one sheet per grade level to the building administrator by the week of **April 22**.

Criteria	<u>Level 1</u> # Students Not Meeting Standard	<u>Level 2</u> # Students Progressing Toward Standard	<u>Level 3</u> # Students Meeting Standard	<u>Level 4</u> # Students Exceeding Standard
Creativity and Innovation				
Operations and Concepts				
Information Management				
Communication and Collaboration				

Directions for Use of Content Checklist

The grade level Content Checklist is designed to accompany the Essential Standards. Faculty discussion will need to take place to ensure consistency in teaching. The administrator should reproduce the Content Checklist and distribute it to all the teachers.

The Content Checklist in this document is based on the International Society for Technology in Education (ISTE) National Education Technology Standards for Students (NETS) and the Nebraska Student Essential Learnings.

The format for the Content Checklist is as follows:

1. Blank box to record date of instruction of content or to use as a check-off to indicate that instruction of content occurred
2. Content Statement
3. Level of Teacher Instruction:
Introduce **(I)**, Develop **(D)**, Master **(M)**

Introduce	(I):	To provide with a beginning knowledge or brief first experience. No assessment.
Develop	(D):	To progress from simple to more complex through practice. Check for understanding as needed.
Master	(M):	To be proficient in using content; to understand and be able to retrieve the specified material for use as needed to maintain proficiency. Must be assessed.

Teachers will use this curriculum as the basis for planning their lessons for the year. Use of the curriculum will assist students in attaining the Standards for which all are accountable. Teachers are required to spend 80% of their time teaching strictly from the curriculum guide with the remaining 20% of their time teaching concepts that enhance the curriculum.

Archdiocese of Omaha Technology Content Checklist Grades K-12

	K	1	2	3	4	5	6	7	8	9	10	11	12
Digital Citizenship													
Safety													
Report inappropriate websites and inappropriate online content	I	D	D	M									
Keep passwords private			I	D	D	M							
Comply with online policies				I	D	D	M						
Keep personal information private			I	D	D	D	M						
Invite/Accept online interaction only with those you know				I	D	D	D	M					
Social Interaction in an online environment													
Demonstrate rules related to acceptable use policy	I	D	D	D	D	D	D	D	M				
Demonstrate respectful use of school and global networks					I	D	D	D	M				
Demonstrate respect for the personal dignity of individuals (cyberbullying)			I	D	D	D	D	D	D	M			
Interpret the difference in the use of technology in personal and professional environment						I	D	D	D	D	M		
Respecting Intellectual Property													
Demonstrate responsible use of equipment	I	D	D	D	D	M							
Follow rules related to the concept of plagiarism			I	D	D	D	D	M					
Recognize the differences between fair use and copyright infringement					I	D	D	D	D	D	M		
Obtain permission from owners to use intellectual property							I	D	D	D	M		
Cite sources appropriately							I	D	D	D	M		

Introduce **(I)**: To provide with a beginning knowledge or brief first experience. No assessment.
 Develop **(D)**: To progress from simple to more complex through practice. Check for understanding as needed.
 Master **(M)**: To be proficient in using content; to maintain proficiency; to understand and be able to retrieve the specified material for use as needed. Must be assessed.

Archdiocese of Omaha Technology Content Checklist Grades K-12

	K	1	2	3	4	5	6	7	8	9	10	11	12
Operations and Concepts													
Demonstrate understanding of technological terminology	I	D	D	D	D	D	D	D	D	D	D	D	D
Demonstrate navigation skills	I	D	D	M									
Demonstrate operation of equipment	I	D	D	M									
Exhibit proper care of equipment	I	D	D	M									
Follow specific word processing instructions:	I	D	D	M									
-Set margins	I	D	D	M									
-Set line spacing	I	D	D	M									
-Choose a readable font	I	D	D	M									
-Set alignment	I	D	D	M									
-Set indents	I	D	D	M									
-Run spell check	I	D	D	M									
-Save a document to a specific location	I	D	D	M									
-Print a copy	I	D	D	M									
Use file management skills	I	D	D	D	D	M							
Use drawing and painting tools	I	D	D	D	D	D	M						
Demonstrate skills to crop and size graphics		I	D	D	D	D	M						
Choose appropriate application for task					I	D	D	D	M				
Demonstrate accurate keyboarding (30 WPM)					I	D	D	D	M				
Demonstrate word processing skills		I	D	D	D	D	D	D	M				
Navigate websites	I	D	D	D	D	D	D	D	D	D	M		
Create presentations using multimedia				I	D	D	D	D	D	D	M		
Demonstrate spreadsheet skills				I	D	D	D	D	D	D	M		

	K	1	2	3	4	5	6	7	8	9	10	11	12
Communication and Collaboration													
Use appropriate visuals in presentations			I	D	D	D	M						
Share a presentation individually or in a group			I	D	D	D	M						
Use electronic communication (i.e. email) in a professional manner					I	D	D	D	M				
Share documents						I	D	D	M				
Participate in social networks (i.e. blogs, wikis)					I	D	D	D	D	D	M		
Convert a product into various formats							I	D	D	D	M		
Post creations online for public viewing							I	D	D	D	M		
Create a social network								I	D	D	M		
Participate in video conferencing								I	D	D	D	D	M

Introduce **(I)**: To provide with a beginning knowledge or brief first experience. No assessment.
 Develop **(D)**: To progress from simple to more complex through practice. Check for understanding as needed.
 Master **(M)**: To be proficient in using content; to maintain proficiency; to understand and be able to retrieve the specified material for use as needed. Must be assessed.

Archdiocese of Omaha Technology Content Checklist Grades K-12

	K	1	2	3	4	5	6	7	8	9	10	11	12
Creativity and Innovation													
Use drawing/paint tools for creative expression	I	D	D	D	D	D	M						
Compose at the keyboard			I	D	D	D	M						
Choose backgrounds and graphics that enhance a presentation			I	D	D	D	M						
Use writing tools for creative expression (text)			I	D	D	D	D	D	M				
Use design principles to create effective multimedia				I	D	D	D	D	D	D	M		
Create an original work in a digital format	I	D	D	D	D	D	D	D	D	D	M		

	K	1	2	3	4	5	6	7	8	9	10	11	12
Information Management													
Use drawing tools	I	D	D	D	D	D	M						
Cite an electronic research source				I	D	D	M						
Organize information using writing software			I	D	D	D	M						
Organize information using presentation software		I	D	D	D	D	M						
Type a URL					I	D	D	D	M				
Examine applicable technology research tools			I	D	D	D	D	D	D	M			
Identify citation information						I	D	D	D	M			
Access digital reference materials	I	D	D	D	D	D	D	D	D	D	M		
Organize information using spreadsheet software		I	D	D	D	D	D	D	D	D	M		
Use age appropriate educational programs	I	D	D	D	D	D	D	D	D	D	D	M	
Compile data					I	D	D	D	D	D	D	M	
Use a browser	I	D	D	D	D	D	D	D	D	D	D	D	M
Conduct a search using a web based search engine					I	D	D	D	D	D	D	D	M
Organize information using graphing technologies										I	D	D	M

	K	1	2	3	4	5	6	7	8	9	10	11	12
Critical Thinking													
Recognize a need to solve a problem	I	D	D	D	M								
Recognize when technology is not working properly	I	D	D	D	M								
Define how technology is used in the world	I	D	D	D	D	D	D	M					
Identify a solution to solve a problem		I	D	D	D	D	D	D	D	D	D	M	
Discriminate between valid/invalid sources							I	D	D	D	D	D	M
Evaluate the quality and value of a resource							I	D	D	D	D	D	M
Implement a solution to solve a problem				I	D	D	D	D	D	D	D	D	D
Synthesize information from a variety of resources							I	D	D	D	D	D	D
Use trouble shooting steps to solve a problem									I	D	D	D	D

Introduce **(I)**: To provide with a beginning knowledge or brief first experience. No assessment.
 Develop **(D)**: To progress from simple to more complex through practice. Check for understanding as needed.
 Master **(M)**: To be proficient in using content; to maintain proficiency; to understand and be able to retrieve the specified material for use as needed. Must be assessed.

Curriculum Guide Glossary

Assessment - The deliberate use of many methods (teacher observation, self-assessment, survey, test, interview, performance, task, etc.) to gather evidence that indicates if students are meeting Standards through essential learning. Through thoughtful observations and professional judgment, a teacher is able to assess individual student's strengths and weaknesses. The teacher is then able to offer the student clear and helpful feedback. Assessment results are used: to identify instructional practices that need to change; to provide a focus for on-going professional development; and to provide supplemental instructional resources for learners.

Assessment Task Guidelines - Specific directions for students to follow as they complete the Assessment Task.

Essential Question - Points to the essence of what you believe students should examine and know in their course of study. The Essential Question is a conceptual commitment. When a teacher or group of teachers selects a question to frame and guide curriculum design, it is a declaration of intent. In a sense you are saying, "This is our focus for learning. I will put my teaching skills into helping my students examine the key concept implicit in the Essential Question." Student Assessment should focus on essential learning.

Essential Standards - Target what students will know and be able to do at each grade level. Essential Standards support Program Standards, are few in number, and move from simple to complex through grade levels. They address many of the same concepts and topics from primary to senior high school, but the sophistication and detail will increase. Essential Standards define the goals set forth in the Program Standards and state concepts and skills of significance taught at each level. They provide a bridge between the Program Standards and the Content. They require mastery by all students and are able to be assessed.

Grade Level Tally Sheet – The reporting form that records Assessment results completed by grade level teacher(s). The form is given to the building administrator who then completes the Building Level Tally Sheet that is sent to the Catholic Schools Office.

Performance Assessment - A variety of tasks and real life situations in which students are given opportunities to demonstrate their understanding and to thoughtfully apply knowledge, skills, and lifelong learning skills in a variety of contexts. These Assessments often occur over time and result in a tangible product or observable performance. They encourage self-evaluation and revision, require judgment to score, reveal degrees of proficiency based on established criteria, and make public the scoring criteria. Performance Assessments recognize that there is more than one way to show a "right" answer.

Program Standards - Concept-based, general expectations of what a student should know and be able to do. They are few in number and general in scope. They reflect the scope of the total program in a given subject area. They require mastery by all students and are able to be assessed.

Standards - General expectations of academic excellence that indicate what a student should know and be able to do.

Standards-based curriculum – A curriculum based on Standards with use of Standards-based Assessments. The premise is that all students will learn and achieve, and ideally all students can achieve proficiency. Time is variable but expectations of students are consistent. The curriculum provides a framework for the teachers. Teachers align their instruction to meet the Standards by asking themselves to what Standard does this activity relate.

Student Scoring Guide - A document that describes student performance on a specific task. The descriptions in the Student Scoring Guide clearly differentiate levels of performance, such as "Exceeds Standard, Meets Standard, Progressing Toward Standard, or Does Not Meet Standard". The Student Scoring Guide contains the rubrics which are the specific rules written in student language and linked to the Standards.

Task - An activity, exercise, or problem given to students to perform.

Time Frame - The recommended time allotted for students to complete the Assessment.

High School Grades 9-12

Page

58	GRADES 9-12 TECHNOLOGY ESSENTIAL STANDARDS
59-62	CURRICULUM IMPLEMENTATION MAP
63-64	DIRECTIONS FOR ADMINISTRATION OF PERFORMANCE ASSESSMENT
65	DIRECTIONS FOR USE OF STUDENT SCORING GUIDE
66	PERFORMANCE ASSESSMENT
67	STUDENT SCORING GUIDE
68	DIRECTIONS FOR USE OF GRADE LEVEL TALLY SHEET
69	GRADE LEVEL TALLY SHEET
70	DIRECTIONS FOR USE OF CONTENT CHECKLIST
71-73	CONTENT CHECKLIST
74	CURRICULUM GUIDE GLOSSARY

High School Grades 9-12 Technology Essential Standards

Digital Citizenship

Internalize and apply ethical behavior

Operations and Concepts

Orchestrate systems and applications

Communication and Collaboration

Collaborate and disseminate information and ideas

Creativity and Innovation

Use the creative process to organize, experiment, and construct original works

Information Management

Critique and integrate relevant information sources

Critical Thinking

Research, analyze, and employ solutions for a problem

Curriculum Implementation Map

ONGOING ACTIVITIES

Administrator's role:

- Collect questions and suggestions at every faculty meeting.
- Report challenges and suggestions to the CSO.
- Discuss observations and share successes and challenges at monthly faculty meetings.
- Provide professional resources on Standards and Performance Assessment.
- Share successes at Administrator meetings.

Teacher's role:

- Discuss observations and share successes and challenges at monthly faculty meetings.
- Report challenges and suggestions to the administrator.
- Track instruction of content that has occurred on Content Checklist.
- Study professional resources on Standards and Performance Assessment.

AUGUST

Administrator's role:

- Begin looking at calendar to schedule time for faculty to work on curriculum implementation. Allow time each quarter for curriculum work.
- Meet with faculty to review and study Assessments and Student Scoring Guides that will be used for the year.
- Meet with faculty to align school curriculum with the Archdiocesan Curriculum.
- Plan time to go over the curriculum guide paying special attention to directions that have been inserted throughout the guide.
- Reproduce entire curriculum guide for the teachers.

Teacher's role:

- Plan instruction based on the Standards.
- After you have aligned the curriculum, meet by grade levels (K-2, 3-5, etc.) to determine who is responsible for specific content based on the Content Checklist.
- Meet with Level teachers and review and study Assessments and Student Scoring Guides that will be used for the year.
- Determine pieces of content, lessons, or units that are essential to meeting the Standards and Assessments.
- Plan time to go over the curriculum guide paying special attention to directions that have been inserted throughout the guide.

SEPTEMBER

Administrator's role:

- Consider sending home communication to parents via newsletter briefly explaining the implementation of the Standards, Curriculum and the Assessments. We recommend that you attach a copy of the Program Standards.

Teacher's role:

- Meet with Level teachers to create an example of a completed Assessment that can be shared with students.
- Display the Essential Standards that you will be using in individual classrooms. The display should use grade level appropriate language.
- Explain Essential Standards to students.
- Work with Level teachers to schedule dates for the Assessment.
- Distribute the assigned Assessment Task Guidelines and Student Scoring Guide sheet to students.

- Go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedures.
- Rewrite the Student Scoring Guide with students using age-appropriate language if needed.
- Share the Assessment example with students.
- Begin teaching to the Standards.

OCTOBER

Administrator's role:

- Contact the CSO for assistance as needed.
- Share information with faculty checking progress; allow time for work in levels.

Teacher's role:

- Continue teaching to the Standards.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedures.
- Continue to share the Assessment example with students.

NOVEMBER

Administrator's role:

- Share information with faculty checking for progress.
- Allow time for teachers to work in levels.

Teacher's role:

- Continue working with students on Standards, Curriculum, and Assessment.

DECEMBER

Administrator's role:

- Share information with faculty and allow time for work in levels.
- Allow time for faculty to review the curriculum implementation process and discuss questions or concerns in planning next semester.
- Collect comments to be shared with CSO.

Teacher's role:

- Continue working with students on Standards, Curriculum, and Assessment.

Spring Semester Time Line

ONGOING ACTIVITIES

Administrator's role:

- Collect questions and suggestions at every faculty meeting.
- Report challenges and suggestions to the CSO.
- Discuss observations and share successes and challenges at monthly faculty meetings.
- Provide professional resources on Standards and Performance Assessment.
- Share successes at Administrator meetings.

Teacher's role:

- Discuss observations and share successes and challenges at monthly faculty meetings.
- Report challenges and suggestions to the administrator.
- Track instruction of content that has occurred on Content Checklist.
- Study professional resources on Standards and Performance Assessment.

JANUARY

Administrator's role:

- Look at calendar to schedule time for faculty to work on curriculum implementation.
- Remind faculty that the deadline for reporting to the building administrator is the week of **April 22**.

Teacher's role:

- Align the curriculum by grade level (K-2, 3-5, etc.) to determine who is responsible for specific content based on the Content Checklist.
- Meet with Level teachers and review and study Assessments and Student Scoring Guides that will be used for second semester.
- Meet with Level teachers to create an example of the Assessment that can be shared with students.
- Display the Program Standards and Essential Standards that you will be using in individual classrooms. The display should use grade level appropriate language.
- Continue working with students on curriculum as they prepare for the Assessment.
- Explain/Review Standards displayed in the classroom with students.
- Distribute the assigned Assessment and Student Scoring Guide sheet to students.
- Explain/Review the Assessment Task Guidelines, Scoring Guide, and administration time with students explaining terminology and procedures.
- Rewrite the Student Scoring Guide with students using age appropriate language if needed.
- Share your Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessment from students, rate them, and send the Grade Level Tally Sheet to administrator.

FEBRUARY

Administrator's role:

- Share information with faculty checking progress.
- Allow time for faculty to work in levels.
- Contact the CSO as needed for assistance.
- Remind faculty of deadline for reporting to the building administrator is the week of **April 22**.

Teacher's role:

- Continue teaching to the Standards.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue working with students on curriculum as they prepare for the Assessment.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedure.

- Continue to share Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessment from students, rate them, and send Grade Level Tally Sheet to administrator.

MARCH

Administrator's role:

- Share information with faculty checking progress.
- Share information with faculty and allow time for work in levels.
- Remind faculty of deadline for reporting to the building administrator is the week of **April 22**.

Teacher's role:

- Continue working with students on Standards and Curriculum as they prepare for the Assessment.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedure.
- Continue to share Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessments from students, rate them, and send Grade Level Tally Sheet to administrator.

APRIL

Administrator's role:

- Share information with faculty and allow time for work in levels.
- Remind teachers of deadline for reporting to the building administrator is the week of **April 22**.
- Collect Grade Level Tally Sheets and transfer information to the Building Level Tally Sheet.
- Send the completed Building Level Tally Sheet to the **Catholic Schools Office by May 1**.

Teacher's role:

- Continue working with students on Standards and Curriculum as they prepare for the Assessment.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedure.
- Continue to share Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessments from students, rate them, and send Grade Level Tally Sheet to administrator.
- Collaborate with other faculty members to rate Assessments.
- Compare results with other faculty.
- If you have not done so yet, turn in your Grade Level Tally Sheet to administration.

MAY

Administrator's role:

- Send completed Building Level Tally Sheet to the CSO if you have not done so yet.
- Allow time with faculty to review the curriculum implementation program and discuss questions or concerns in planning next year.
- Collect comments/revisions to be shared with CSO.
- Submit comments/revisions to the CSO.

Teacher's role:

- Meet with Level teachers to discuss student's ratings on Assessment in order to plan for next year.
- If you have not done so yet, turn in your Grade Level Tally Sheet to administration.
- Choose a piece of student work to be used as an exemplary piece to accompany the Assessment and Student Scoring Guide to be used next year.
- Place individual Student Scoring Guide in student's cumulative folder.

Directions for Administration of the Performance Assessment

Refer to the **Curriculum Guide Glossary** found in this section of the Technology Curriculum Guide to assist you with the terminology.

Before the school year begins, it is highly recommended that the teacher read through the entire curriculum to assist with mapping instruction for the year. In doing so, the teacher will have read through the Assessment Task Guidelines and Student Scoring Guide to know when in the year to place the instruction that will precede the administration of the Assessment. The Assessment should flow from the curriculum. The Assessment should not be an “add on” tacked on at the end of the school year merely to meet minimum guidelines from the Archdiocese and the State of Nebraska. When used properly, the Assessment and Student Scoring Guide provide the teacher with additional information about individual student learning.

1. **At the beginning of the school year**, the teacher will have reviewed the curriculum guide and mapped an instructional plan for the year based on the Curriculum Implementation Map found in the Technology Curriculum Guide. The teacher needs to refer to the Directions for Use of Content Checklist for specific instructions. The teacher will then base the foundation of planning on the M-mastery (proficiency) identified pieces of content in the grade level Content Checklist.
2. The teacher will find the Assessment Task Guidelines and Student Scoring Guide in the specific grade level section of the curriculum. The teacher will provide each student with both the Assessment and the Student Scoring Guide at the beginning of instruction so that expectations about performance are clearly understood. The teacher will explain the purpose for the Assessment and Student Scoring Guide to the class and allow time for questions about the Assessment process.
3. It is important for the teacher and the students to understand that students are rated for proficiency on the assessment which is recorded on the Student Scoring Guide. As a criterion-referenced test, the Performance Assessments are designed for the individual student to show what he/she knows. Scoring results from all K-12 Archdiocesan schools will be reported to the Catholic Schools Office.
4. The instruction of all guidelines for the Assessment must take place before the Assessment is administered. The teacher will accomplish this by preparing and teaching one piece of content from the guideline at a time. The teacher will always refer back to how this instruction will assist students when they take the Assessment. The teacher may need to seek additional

resources to teach some of the guidelines as some of the content may not be present in the textbook.

5. While successful instruction of the Assessment Task Guidelines is taking place, the teacher will assign the Assessment Task to the students providing them with class time as directed by the teacher.
6. The students will be given a date for completion determined by the teacher. The Assessment may need to be modified for some students. Consideration will need to be given to those students on an IEP or 504 Plan. The teacher will determine any adjustments needed with the help of the administrator or school counselor.
7. The teacher will collect the Assessments and rate them for proficiency completing the Student Scoring Guides.
8. We know that all students can learn and succeed but not on the same day or in the same way. Teachers may need to allow a student(s) some additional time or give the student(s) another chance to show what they know if the student(s) have not achieved a proficiency rating of Level 3, "Meets Standard".
9. When the teacher has completed the rating on all students, the teacher will then complete the Grade Level Tally Sheet for reporting to the Archdiocese. Once the Grade Level Tally Sheet has been completed, the teacher will place the Student Scoring Guide in the individual student's cumulative file.
10. The teacher will then take the completed Grade Level Tally Sheet to the building administrator who will then complete the Building Level Tally Sheet and send it to the Catholic Schools Office.

Directions for Use of the Student Scoring Guide

The teacher will note the information that was shared in the “**Directions for Administration of the Performance Assessment**”. If the teacher has not read this information, please do so before proceeding.

It is important to understand that the teacher is rating student proficiency in the identified areas listed on the “Student Scoring Guide” for Archdiocesan reporting purposes.

1. Initially, the teacher will fill in the student name information and the date assessed unless the student has completed this for the teacher.
2. The teacher will read the Student Scoring Guide and rate each piece of criteria that is required. For example, “Content” might be the first criterion listed. The teacher will go to the column with the Level 3 heading, “Meets Standard”, to check if the student completed the required work assigned under “Content”. If the student completed all the required pieces, then the teacher will mark a “3” under the Results column for “Content”. If a student has exceeded the Standard by completing the required work in Level 4, “Exceeds Standard”, then the teacher will mark a “4” under the Results column. If the student is missing some of the required work, the teacher will look at Level 2, “Progressing Toward Standard”, and Level 1, “Does Not Meet Standard”, to mark the appropriate rating in the Results column.
3. The teacher will repeat this process for each identified criterion that needs to be rated.
4. The teacher’s next step is to transfer the students’ totals from the Student Scoring Guide to the “**Grade Level Tally Sheet**”. Directions for use of the Grade Level Tally Sheet follow in this section.
5. The teacher will then place the Student Scoring Guide in the individual student’s cumulative file to fulfill the State of Nebraska’s requirement for criterion-referenced testing. As an official document, the Student Scoring Guide is considered part of the student’s permanent file.

Technology Assessment Task Grade 9-12

Title: Five Minute Presentation

Program and Essential Standards:

Digital Citizenship
Operations and Concepts
Communication and Collaboration
Creativity and Innovation
Information Management
Critical Thinking

Administration Time: Integrate this assessment with one of the current Archdiocesan High School Assessments administered at or after Grade 10 from Religion, Science, Math, Social Studies or World Language.

The assessment must be completed so that the Grade Level Tally Sheet is submitted to the building administrator by the week of April 22.

Suggested Time Frame: Correlate to the suggested time frame required for the Archdiocesan Assessment selected.

(Refer to the Time Line for Implementation and the Curriculum Guide Glossary found within this section of the Technology Curriculum Guide.)

Essential Question: How can technology be integrated into current curricular requirements?

Technology Task: Create a five minute presentation using various technologies.

Guidelines

1. Choose a topic and decide how to design content using technology to appropriately present the material electronically.
2. Cover topic completely and in depth using 3-4 types of media.
3. Choose an appropriate application to create a timeline to plan your workflow.
4. Construct the timeline and present it for teacher approval.
5. Include in the timeline which applications you will use and projections for how long you think the project will take.
6. State ideas clearly.
7. Use correct spelling and grammar.
8. Include 15 graphics appropriate for the content.
9. Search for and use graphics on free sites in the public domain or take your own photos.
10. Cite graphics appropriately.
11. Use software to properly size or crop your images.
12. Publish your final product using an appropriate presentation application.
13. Present to a teacher-approved audience.

Student Name: _____

Assessment Completion Date: _____

Technology Scoring Guide for Grade 9-12

Assessment Task: Five Minute Presentation

Create a five minute presentation using various technologies.

Criteria	<u>Level 1</u> Does Not Meet Standard	<u>Level 2</u> Progressing Toward Standard	<u>Level 3</u> Meets Standard	<u>Level 4</u> Exceeds Standard	Results
Digital Citizenship	<ul style="list-style-type: none"> • Demonstrates less than two of the criteria in Level 3 	<ul style="list-style-type: none"> • Demonstrates only two of the criteria in Level 3 	<ul style="list-style-type: none"> • Graphics copied legally from public domain or created by student • Graphics appropriate for content • Graphics cited 	<ul style="list-style-type: none"> • Demonstrates all criteria listed in Level 3 and shares an original graphic, giving public access of use 	
Operations and Concepts	<ul style="list-style-type: none"> • Demonstrates less than two of the criteria in Level 3 	<ul style="list-style-type: none"> • Demonstrates only two of the criteria in Level 3 	<ul style="list-style-type: none"> • Constructs timeline using an appropriate application • Graphics properly sized • Publishes final product using a presentation application 	<ul style="list-style-type: none"> • Demonstrates all criteria listed in Level 3 and includes audio or video in presentation 	
Communication and Collaboration	<ul style="list-style-type: none"> • Demonstrates only two of the criteria in Level 3 	<ul style="list-style-type: none"> • Demonstrates only three of the criteria in Level 3 	<ul style="list-style-type: none"> • Presents timeline for teacher approval • States ideas clearly • Uses correct spelling and grammar • Communicates content to a teacher-approved audience 	<ul style="list-style-type: none"> • Demonstrates all criteria listed in Level 3 and modifies content to present to a different audience 	
Creativity and Innovation	<ul style="list-style-type: none"> • No apparent design 	<ul style="list-style-type: none"> • Selected design is not appropriate for the material presented 	<ul style="list-style-type: none"> • Creates an appropriate design using technology to present project 	<ul style="list-style-type: none"> • Demonstrates all criteria listed in Level 3 and design creates a social and emotional impact 	
Information Management	<ul style="list-style-type: none"> • Demonstrates none of the criteria in Level 3 	<ul style="list-style-type: none"> • Demonstrates one of the criteria in Level 3 	<ul style="list-style-type: none"> • Chooses an appropriate application to create a timeline • Includes which applications will be used and how long the project will take 	<ul style="list-style-type: none"> • Demonstrates all criteria listed in Level 3 and includes specific dates and times when timeline elements will be completed 	
Critical Thinking	<ul style="list-style-type: none"> • Demonstrates only part of the criteria in Level 3 	<ul style="list-style-type: none"> • Demonstrates one of the criteria in Level 3 	<ul style="list-style-type: none"> • Chooses 15 appropriate graphics • Covers topic completely and in depth using three to four types of media 	<ul style="list-style-type: none"> • Demonstrates all criteria listed in Level 3 and media selected make a significant impact on the audience 	

List any modifications made:

Directions for Use of Grade Level Tally Sheet

1. The teacher will administer the Assessment to his/her students and then rate the individual student's Assessment using the individual Student Scoring Guide included in the curriculum guide before proceeding to step 2.
2. The teacher will need to make copies of the Grade Level Tally Sheet as needed.
3. Once the teacher has completed rating the entire class, the teacher will then complete the Grade Level Tally Sheet transferring the class totals in each category onto the tally sheet.
4. Complete one Grade Level Tally Sheet per grade. Individual classroom teachers from the same grade must gather the results from the individual Student Scoring Guides, combine the results, and enter the total numbers for the entire grade onto one sheet.
5. Submit the completed Grade Level Tally Sheet (one per grade level) to the building administrator by the week of **April 22**.
6. The individual teacher will then file the individual Student Scoring Guide in the student's cumulative folder.
7. The building administrator will then complete the Building Level Tally Sheet using the information from the Grade Level Tally Sheets. The Building Level Tally Sheet is due to the **Catholic Schools Office by May 1**.

Grade Level Tally Sheet for Technology High School Assessment Task Title: Five Minute Presentation

School Name/City:

Assessment Date:

Total # Students Assessed:

Total # Students:

Directions: Complete one sheet per grade level. Classroom teacher(s) must gather the results from individual Student Scoring Guides and enter the totals. Submit only one sheet per grade level to the building administrator by the week of **April 22**.

Criteria	<u>Level 1</u> # Students Not Meeting Standard	<u>Level 2</u> # Students Progressing Toward Standard	<u>Level 3</u> # Students Meeting Standard	<u>Level 4</u> # Students Exceeding Standard
Digital Citizenship				
Operations and Concepts				
Communication and Collaboration				
Creativity and Innovation				
Information Management				
Critical Thinking				

Directions for Use of Content Checklist

The grade level Content Checklist is designed to accompany the Essential Standards. Faculty discussion will need to take place to ensure consistency in teaching. The administrator should reproduce the Content Checklist and distribute it to all the teachers.

The Content Checklist in this document is based on the International Society for Technology in Education (ISTE) National Education Technology Standards for Students (NETS) and the Nebraska Student Essential Learnings.

The format for the Content Checklist is as follows:

1. Blank box to record date of instruction of content or to use as a check-off to indicate that instruction of content occurred
2. Content Statement
3. Level of Teacher Instruction:
Introduce **(I)**, Develop **(D)**, Master **(M)**

Introduce	(I):	To provide with a beginning knowledge or brief first experience. No assessment.
Develop	(D):	To progress from simple to more complex through practice. Check for understanding as needed.
Master	(M):	To be proficient in using content; to understand and be able to retrieve the specified material for use as needed to maintain proficiency. Must be assessed.

Teachers will use this curriculum as the basis for planning their lessons for the year. Use of the curriculum will assist students in attaining the Standards for which all are accountable. Teachers are required to spend 80% of their time teaching strictly from the curriculum guide with the remaining 20% of their time teaching concepts that enhance the curriculum.

Archdiocese of Omaha Technology Content Checklist Grades K-12

	K	1	2	3	4	5	6	7	8	9	10	11	12
Digital Citizenship													
Safety													
Report inappropriate websites and inappropriate online content	I	D	D	M									
Keep passwords private			I	D	D	M							
Comply with online policies				I	D	D	M						
Keep personal information private			I	D	D	D	M						
Invite/Accept online interaction only with those you know				I	D	D	D	M					
Social Interaction in an online environment													
Demonstrate rules related to acceptable use policy	I	D	D	D	D	D	D	D	M				
Demonstrate respectful use of school and global networks					I	D	D	D	M				
Demonstrate respect for the personal dignity of individuals (cyberbullying)			I	D	D	D	D	D	D	M			
Interpret the difference in the use of technology in personal and professional environment						I	D	D	D	D	M		
Respecting Intellectual Property													
Demonstrate responsible use of equipment	I	D	D	D	D	M							
Follow rules related to the concept of plagiarism			I	D	D	D	D	M					
Recognize the differences between fair use and copyright infringement					I	D	D	D	D	D	M		
Obtain permission from owners to use intellectual property							I	D	D	D	M		
Cite sources appropriately							I	D	D	D	M		

Introduce **(I)**: To provide with a beginning knowledge or brief first experience. No assessment.
 Develop **(D)**: To progress from simple to more complex through practice. Check for understanding as needed.
 Master **(M)**: To be proficient in using content; to maintain proficiency; to understand and be able to retrieve the specified material for use as needed. Must be assessed.

Archdiocese of Omaha Technology Content Checklist Grades K-12

	K	1	2	3	4	5	6	7	8	9	10	11	12
Operations and Concepts													
Demonstrate understanding of technological terminology	I	D	D	D	D	D	D	D	D	D	D	D	D
Demonstrate navigation skills	I	D	D	M									
Demonstrate operation of equipment	I	D	D	M									
Exhibit proper care of equipment	I	D	D	M									
Follow specific word processing instructions:	I	D	D	M									
-Set margins	I	D	D	M									
-Set line spacing	I	D	D	M									
-Choose a readable font	I	D	D	M									
-Set alignment	I	D	D	M									
-Set indents	I	D	D	M									
-Run spell check	I	D	D	M									
-Save a document to a specific location	I	D	D	M									
-Print a copy	I	D	D	M									
Use file management skills	I	D	D	D	D	M							
Use drawing and painting tools	I	D	D	D	D	D	M						
Demonstrate skills to crop and size graphics		I	D	D	D	D	M						
Choose appropriate application for task					I	D	D	D	M				
Demonstrate accurate keyboarding (30 WPM)					I	D	D	D	M				
Demonstrate word processing skills		I	D	D	D	D	D	D	M				
Navigate websites	I	D	D	D	D	D	D	D	D	D	M		
Create presentations using multimedia				I	D	D	D	D	D	D	M		
Demonstrate spreadsheet skills				I	D	D	D	D	D	D	M		

	K	1	2	3	4	5	6	7	8	9	10	11	12
Communication and Collaboration													
Use appropriate visuals in presentations			I	D	D	D	M						
Share a presentation individually or in a group			I	D	D	D	M						
Use electronic communication (i.e. email) in a professional manner					I	D	D	D	M				
Share documents						I	D	D	M				
Participate in social networks (i.e. blogs, wikis)					I	D	D	D	D	D	M		
Convert a product into various formats							I	D	D	D	M		
Post creations online for public viewing							I	D	D	D	M		
Create a social network								I	D	D	M		
Participate in video conferencing								I	D	D	D	D	M

Introduce **(I)**: To provide with a beginning knowledge or brief first experience. No assessment.
 Develop **(D)**: To progress from simple to more complex through practice. Check for understanding as needed.
 Master **(M)**: To be proficient in using content; to maintain proficiency; to understand and be able to retrieve the specified material for use as needed. Must be assessed.

Archdiocese of Omaha Technology Content Checklist Grades K-12

	K	1	2	3	4	5	6	7	8	9	10	11	12
Creativity and Innovation													
Use drawing/paint tools for creative expression	I	D	D	D	D	D	M						
Compose at the keyboard			I	D	D	D	M						
Choose backgrounds and graphics that enhance a presentation			I	D	D	D	M						
Use writing tools for creative expression (text)			I	D	D	D	D	D	M				
Use design principles to create effective multimedia				I	D	D	D	D	D	D	M		
Create an original work in a digital format	I	D	D	D	D	D	D	D	D	D	M		

	K	1	2	3	4	5	6	7	8	9	10	11	12
Information Management													
Use drawing tools	I	D	D	D	D	D	M						
Cite an electronic research source				I	D	D	M						
Organize information using writing software			I	D	D	D	M						
Organize information using presentation software		I	D	D	D	D	M						
Type a URL					I	D	D	D	M				
Examine applicable technology research tools			I	D	D	D	D	D	D	M			
Identify citation information						I	D	D	D	M			
Access digital reference materials	I	D	D	D	D	D	D	D	D	D	M		
Organize information using spreadsheet software		I	D	D	D	D	D	D	D	D	M		
Use age appropriate educational programs	I	D	D	D	D	D	D	D	D	D	D	M	
Compile data					I	D	D	D	D	D	D	M	
Use a browser	I	D	D	D	D	D	D	D	D	D	D	D	M
Conduct a search using a web based search engine					I	D	D	D	D	D	D	D	M
Organize information using graphing technologies										I	D	D	M

	K	1	2	3	4	5	6	7	8	9	10	11	12
Critical Thinking													
Recognize a need to solve a problem	I	D	D	D	M								
Recognize when technology is not working properly	I	D	D	D	M								
Define how technology is used in the world	I	D	D	D	D	D	D	M					
Identify a solution to solve a problem		I	D	D	D	D	D	D	D	D	D	M	
Discriminate between valid/invalid sources							I	D	D	D	D	D	M
Evaluate the quality and value of a resource							I	D	D	D	D	D	M
Implement a solution to solve a problem				I	D	D	D	D	D	D	D	D	D
Synthesize information from a variety of resources							I	D	D	D	D	D	D
Use trouble shooting steps to solve a problem									I	D	D	D	D

Introduce **(I)**: To provide with a beginning knowledge or brief first experience. No assessment.

Develop **(D)**: To progress from simple to more complex through practice. Check for understanding as needed.

Master **(M)**: To be proficient in using content; to maintain proficiency; to understand and be able to retrieve the specified material for use as needed. Must be assessed.

Curriculum Guide Glossary

Assessment - The deliberate use of many methods (teacher observation, self-assessment, survey, test, interview, performance, task, etc.) to gather evidence that indicates if students are meeting Standards through essential learning. Through thoughtful observations and professional judgment, a teacher is able to assess individual student's strengths and weaknesses. The teacher is then able to offer the student clear and helpful feedback. Assessment results are used: to identify instructional practices that need to change; to provide a focus for on-going professional development; and to provide supplemental instructional resources for learners.

Assessment Task Guidelines - Specific directions for students to follow as they complete the Assessment Task.

Essential Question - Points to the essence of what you believe students should examine and know in their course of study. The Essential Question is a conceptual commitment. When a teacher or group of teachers selects a question to frame and guide curriculum design, it is a declaration of intent. In a sense you are saying, "This is our focus for learning. I will put my teaching skills into helping my students examine the key concept implicit in the Essential Question." Student Assessment should focus on essential learning.

Essential Standards - Target what students will know and be able to do at each grade level. Essential Standards support Program Standards, are few in number, and move from simple to complex through grade levels. They address many of the same concepts and topics from primary to senior high school, but the sophistication and detail will increase. Essential Standards define the goals set forth in the Program Standards and state concepts and skills of significance taught at each level. They provide a bridge between the Program Standards and the Content. They require mastery by all students and are able to be assessed.

Grade Level Tally Sheet – The reporting form that records Assessment results completed by grade level teacher(s). The form is given to the building administrator who then completes the Building Level Tally Sheet that is sent to the Catholic Schools Office.

Performance Assessment - A variety of tasks and real life situations in which students are given opportunities to demonstrate their understanding and to thoughtfully apply knowledge, skills, and lifelong learning skills in a variety of contexts. These Assessments often occur over time and result in a tangible product or observable performance. They encourage self-evaluation and revision, require judgment to score, reveal degrees of proficiency based on established criteria, and make public the scoring criteria. Performance Assessments recognize that there is more than one way to show a "right" answer.

Program Standards - Concept-based, general expectations of what a student should know and be able to do. They are few in number and general in scope. They reflect the scope of the total program in a given subject area. They require mastery by all students and are able to be assessed.

Standards - General expectations of academic excellence that indicate what a student should know and be able to do.

Standards-based curriculum – A curriculum based on Standards with use of Standards-based Assessments. The premise is that all students will learn and achieve, and ideally all students can achieve proficiency. Time is variable but expectations of students are consistent. The curriculum provides a framework for the teachers. Teachers align their instruction to meet the Standards by asking themselves to what Standard does this activity relate.

Student Scoring Guide - A document that describes student performance on a specific task. The descriptions in the Student Scoring Guide clearly differentiate levels of performance, such as "Exceeds Standard, Meets Standard, Progressing Toward Standard, or Does Not Meet Standard". The Student Scoring Guide contains the rubrics which are the specific rules written in student language and linked to the Standards.

Task - An activity, exercise, or problem given to students to perform.

Time Frame - The recommended time allotted for students to complete the Assessment.